



ISDI ACADEMIC CATALOG 2020-2021





This catalog provides an overview of ISDI's policies, regulations and procedures. The institution reserves the right to modify the information presented in this catalog at any time. All modifications will be taken into account in a revised catalog, attachment or supplement—or in any other written format.

MADRID

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ISDI. Updated October 28th 2020.

At ISDI, we are committed to social responsibility, and avoid unnecessary printing in order to reduce our ecological footprint. This document is only available in its digital version.

**Non-accredited campus.*

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ON-SITE CAMPUS DIRECTOR WELCOME LETTER

Hello future xISDI!

The World **IS Digital**. This mantra has been present from the day we first opened our doors and throughout the years has only grown in importance. Due to the digital nature of our world, you, dear reader, could be anywhere in the world getting ready to embark on your digital transformation journey. We live in an era of disruption. Companies, organisations and individuals can further their education through a digital business school with classmates separated by thousands of miles, unbound by physical campuses or in-person needs. The only things that separate us are language and culture, and even then we are united by English as a worldwide business language and the culture surrounding the digital age.

Digital is the emblem that ISDI wears proudly, a digitally native business school with an ever-growing ecosystem composed of hundreds of professionals who learn and grow through our holistic educational approach while understanding the new normal that digital is bringing to the business world. Our students undergo both a professional and personal transformation, acquiring the knowledge, skills and confidence necessary to face the changing business landscape that the digital world brings us each and every day.

Through this catalog, we invite you to take a deeper look into our university and ecosystem, what we offer, and our impact worldwide. You'll discover our history, mission, values, hopes and dreams. You'll understand our educational model and academic programs, as well as our campuses, student services, alumni community and relationships with external players in the world of digital.

I'm excited for you to embark on this journey with us and invite you to explore how ISDI can help you reach your personal and professional goals. Now more than ever, the world needs digital professionals just like you.

The World IS Digital. And you are too.

Rodrigo Miranda

A handwritten signature in black ink, appearing to be 'Rodrigo Miranda', with a long horizontal line extending to the right.

INSTITUTIONAL INFORMATION

THE VISION

The present and future are digital.

Professionals, businesses, institutions and countries unable to interpret this new ecosystem will increasingly find themselves at a disadvantage.

THE MISSION

We are not in an era of changes, but in a change of an era. Those who are not capable of reinterpreting this new digital ecosystem will find themselves in a growing competitive disadvantage.

ISDI is the worldwide leader in digital education whose mission is to help professionals, entrepreneurs, enterprises and institutions in their transformation to become competitive in the digital era.

We are confident that by doing this we will help humanity to find the way to positively manage this transition and thus contribute to build a more fair, sustainable and equal digital world where nobody is left behind.

THE GOAL

To harness the optimism of the digital age to create a better world, where digitalization breaks down barriers and creates opportunities in a fairer and more just way.

GENERAL OBJECTIVES

ISDI is dedicated to the development of digital professionals through a process of transformation led by outstanding digital leaders and internet experts. This will amount to:

- Educating professionals about digital business and the internet.
- Empowering digital entrepreneurs.
- Providing training and assistance to companies to aid in their digital evolution.
- Helping to bridge the digital divide that separates the prepared from the unprepared.
- Developing professional programs on digital business.
- Stimulating digital entrepreneurship.
- Promoting digital transformation to enhance the competitive edge of individuals and organizations.
- Developing professionals' digital skills.

HISTORY

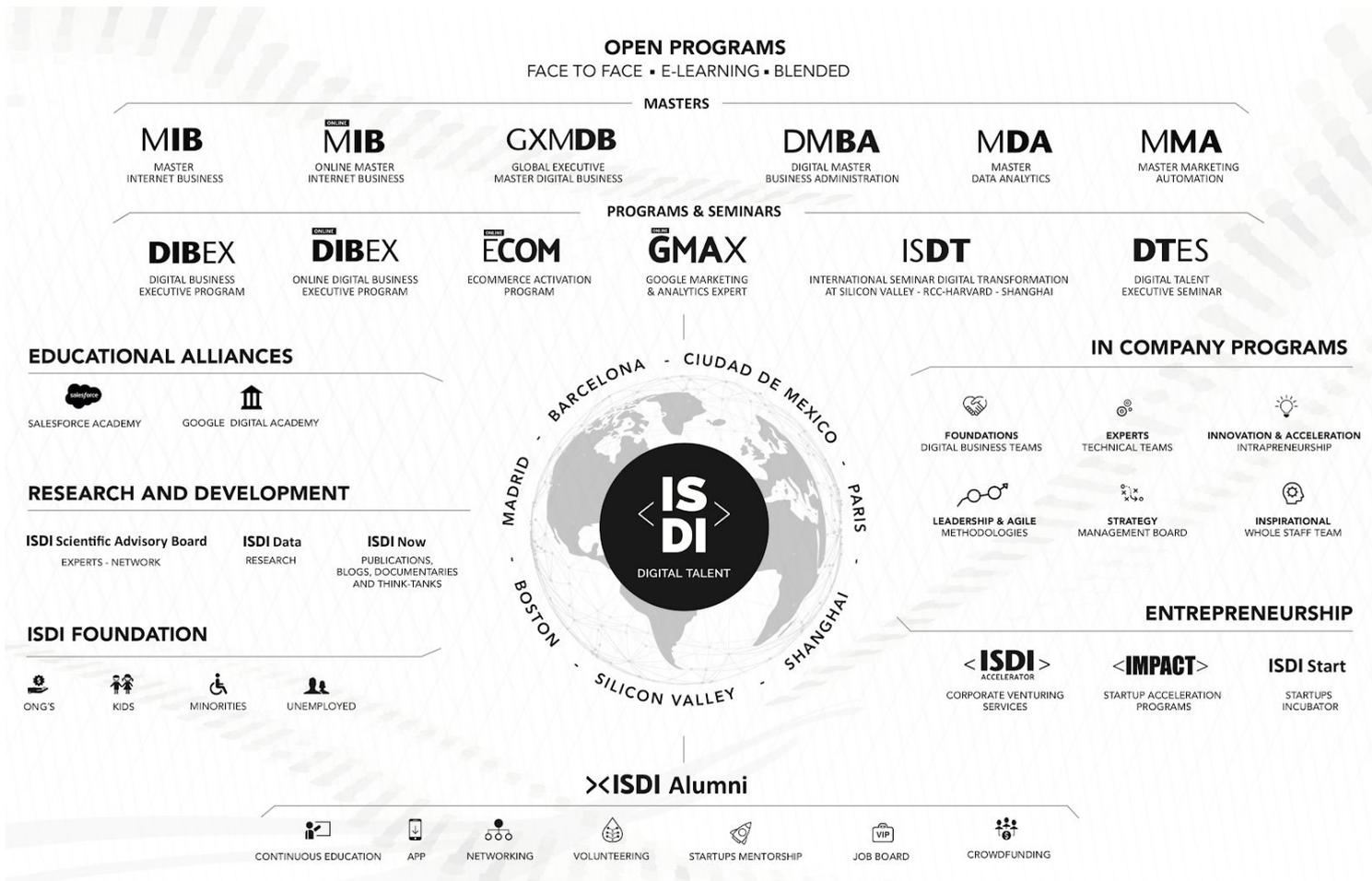
In 2009, a group of renowned digital experts founded ISDI, an education project with a focus on digital business for professionals, companies, and institutions whose greatest need was to adapt their skills and knowledge to the new digital age.

After just a few weeks, the idea blossomed into a school for digital professionals, opening its doors to 64 students enrolled in the Master in Internet Business (MIB) program.

Ten years later, ISDI has expanded its mission to become a leader in digital education, a solid success case that is backed up by the numbers: more than 20,000 students and corporate professionals educated; over 250 startups founded or accelerated; a network of more than 650 international professors; training to more than 120 corporations; 14 master's or executive programs with in-person, online, or mixed attendance; open campuses in Barcelona, Mexico City, and Paris; seminars in Silicon Valley and Harvard; and a range of agreements with the best universities in the world (Harvard, the Complutense University of Madrid, TEC Monterrey) and major technology companies like Google, Salesforce, and Amazon. All this supports and drives a holistic knowledge ecosystem based on digital entrepreneurship, research, solidarity, and dissemination, where an array of ideas flourish to improve the digital capacity of vulnerable groups (thanks to the ISDIGITAL Foundation) and hundreds of startups get access to €61 million in funds from the European Commission through ISDI Accelerator, Europe's second largest Accelerator.

ISDI's network and its mission to overcome the digital gap are growing in influence, making it an important player in the digital sphere and a thought leader across different media, including local television, press, and radio. Furthermore, it has strengthened its international presence in different countries, the last of which being the United States, where it has finally achieved ACICS accreditation for all its master's programs.

THE ISDI ECOSYSTEM



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 Mexico: Volcan 150, Lomas de Chapultepec, 11000 Mexico City - France: 19A Rue du Roche - 75008 Paris

THE PEDAGOGICAL MODEL

The underlying pedagogical foundations of ISDI's approach to learning encompass the following aspects:

- **APPLICABILITY:** A practical focus. ISDI's teaching methods have a strong focus on practicality, reality, and experience. As a result, we ensure that students have the knowledge and skills to excel in their chosen fields of specialization, as well as a framework that allows them to discover and experience the social significance of their professions within the new digital paradigm. The demand for academic excellence has increased; today, professionals must be able to dominate their area of expertise, while applying their knowledge in a way that is intelligent, creative and imaginative.
- **VALUE:** A social focus. This aspect broadly implies that institutions of higher education are society's critical conscience and should provide creative responses to the radical changes that will lead us into the new digital environment. ISDI promotes the development of analytical skills and in-depth knowledge of today's business and technological realities, as well as the underlying causes of these realities and their consequences on an international scale. With its acute sensitivity toward the search for solutions, this approach has the potential to improve everyone's situation, especially disadvantaged social groups. ISDI is fueled by new technological possibilities resulting from the digital revolution.
- **ETHICS:** A moral focus. ISDI aspires to contribute to the development of abilities that combine the knowledge and skills needed to tackle the challenges present in today's academic, professional, and social contexts. In addition, we are committed to encouraging ethical perspectives, tolerance, respecting differences, and solidarity—all crucial elements for the creation of a fair community that brings value to everyone. After graduation, our students must be prepared to make decisions that will produce the best possible results in their respective professional contexts, while taking responsibility for any potential consequences of these actions. This must be done from a perspective that respects others and puts humanity before financial gain.

- **SOLIDARITY:** A human focus. Students must graduate as professionals who care about our society and the world and are equipped with the desire to collaborate and strong teamwork skills. These elements are increasingly important within the context of our highly interconnected digital ecosystem, an ecosystem made possible by the internet and the expansion of information technology.
- **PRESENT DAY:** A technological focus. Technology is the fruit of human intelligence, driven by our relentless desire to understand our surroundings and to find rational explanations that allow us to interact positively with our environment. The natural outcome is to use what is available within this environment and/or to adapt it to our individual needs. In order to be successful, we must apply what we learn from our reality to improve our problem-solving techniques. This approach to life has led to an unstoppable journey, starting with the initial stages of self-awareness among hominids, all the way to the present day. Over the course of this journey, many milestones have been achieved that have transformed human life, such as modern farming, electricity, writing, money, maps, clocks, the steam engine, and the internet.

EDUCATIONAL MODEL

The central elements that characterize the ISDI educational experience are the following:

PERSONALIZED EDUCATION. Unlike what may be expected from an online university that focuses more on the internet and the digital world than its students, ISDI puts people at the center of its educational model. In order to truly personalize our teaching methods, we have adopted the following measures:

- A suitable student-teacher ratio.
- Processes and related services tailored to the individual, offering both academic and professional guidance.
- Reduced group sizes.
- Implementing an Academic Operations Service as an effective tool to provide students with the attention they need to solve any problems related to their learning experiences or adaptation to academic life.

PERSONAL DEVELOPMENT. Higher education should not be limited to technical expertise. It should also present a foundation that provides students with the values, skills and proper knowledge needed to live as mature, educated, community-focused and professional individuals. In order to achieve this, our programs promote teamwork and other activities which strengthen the relationships between our students. Similarly, these programs emphasize the use of bibliographic resources grounded in the humanities.

DIGITAL TRAINING. Today's world is defined by the constant emergence of new technologies. As interactions between digital natives and generations with a lower degree of digital integration intensify in the workplace, it is becoming increasingly important to bridge the technical training gap. Despite being widely perceived as a major challenge in other sectors, this generational gap presents an opportunity to explore new approaches to education (virtual classrooms) and relationships (social media), as well as interconnectivity and human interaction. With this in mind, we can apply these tools to guide people within the context of our digital ecosystem. Technology is in ISDI's DNA, and it allows us to provide an educational service to society like no other. We provide education in which "digital" is not simply an adjective, but a name for a new and irreversible reality.

SCIENTIFIC TRAINING. In every imaginable field of study, the thirst for knowledge is continuously increasing. Never before have we seen such a high number of people dedicated to academic exploration. The internet allows us to share our thoughts and see them reinforced through intellectual incentives. Education in the 21st century relies on students having the ability to leverage existing knowledge to develop and explore new areas. This is more important than knowledge accumulation, which was more characteristic of previous generations, where access to education was far more limited than it is today. At ISDI, education is based on

research and innovation, with students at the center of it all. As a result, students are encouraged to cultivate their own knowledge while developing creativity in order to express their individuality.

GLOBAL TRAINING. The internet has turned the world into a unique and unified place. Human relationships are no longer reliant on factors such as physical proximity and economic resources. Our borders have become somewhat obsolete as friendships and work relationships can flourish no matter the distance. Moreover, globalization requires individuals to be prepared to confront a wide range of realities and challenges—be it professional, marital, family-related or civic. Individuals need to conform to the standards set out by this ecosystem, where the only boundaries are linguistic. This approach to globalization will be reinforced by:

- Training and activities in both Spanish and English. Language acts as an instrument of thought. With this in mind, future leaders will need to be proficient in the world's most important languages in order to develop proposals, find solutions, express themselves and actively participate in a global society.
- Content in both English and Spanish, ensuring the coexistence of the two languages and allowing both to take center-stage.
- This policy fosters the internationalization of the ISDI campus, encouraging international students and faculty members join our community
- Entrepreneurial training. ISDI's commitment to education is not limited to its master's programs. This commitment also guides students, in terms of their professional careers, enabling them to effectively navigate their fields and make a positive impact on the world of tomorrow. For this reason, we offer our Talent Services, which provide students of all programs and levels with the proper guidance needed for employment and entrepreneurship. The goal of these services is to narrow the gap between teaching and learning outcomes, focusing on professional careers in digital, digitized or "digitizable" organizations. This idea is in tune with the concept of entrepreneurship, which is not limited to the creation of new companies, but rather takes on a new meaning when we look at entrepreneurs as both inward and outward thinkers. Entrepreneurship, therefore, is closely linked to the individual's talent, regardless of whether or not they have started their venture yet. By extension, the entrepreneurial journey is fueled by continued learning, which in turn drives professionals to become leaders in the digital world.

PEDAGOGICAL PRINCIPLES

At ISDI, all educational activities in our programs are based on a unique and holistic methodology. Centered on fostering a disruptive mindset, our comprehensive approach and up-to-date vision of the digital market allow us to provide high quality, course-based educational programs. Moreover, this practical approach allows students to apply their skills directly to real-world businesses, preparing them for immediate employment upon graduation. Our faculty is made up of leading experts active in the most relevant digital businesses. They are committed to providing students continued support in the form of job boards for digital professionals, support for entrepreneurship and network development.

ISDI has demonstrated its success and commitment to its mission—to contribute to the digitalization of society as a whole.

ISDI has a unique way of developing educational processes and creating new ways to think and learn, as the new digital ecosystem demands.

Educational processes are customized and aimed at job training and preparation in order to promote democratic coexistence, assimilate and drive social change and development, and foster ethics training within a technological context.

These educational processes include the following distinguishing features:

- Undertaking a coherent approach to education consistent with ISDI's vision, mission and enthusiasm.
- Staying true to the values that prioritize people over financial gain, which is in line with the idea that technology benefits society as a whole.
- Ensuring students obtain a balanced, harmonious and comprehensive education by developing key cognitive, emotional, ethical, aesthetic, communicational and social skills.
- Fostering a balance between learning and knowledge.
- Developing the necessary skills to ensure students continue growing and learning beyond graduation.
- Implementing open, flexible, dynamic, contextualized and interdisciplinary curricula, aimed at meeting academic standards to keep up with the digital environment.
- Focusing on mainly collaborative learning methods in which students play a central role in their

qualitative transformations by building upon previous experiences.

- Stimulating dialogue with educational leaders to discuss contemporary pedagogical trends, focusing on possible approaches to the digital ecosystem.
- Personalized supervision of students' activities and of alumni regarding their professional initiatives.
- Uniting the institution with the context and reality of the society in which it operates, specifically regarding the digital dimension.

Today, we have access to technologies and forms of communication that provide us with an intellectual, emotional, and behavioral environment that previous generations did not have access to. Within this new digital ecosystem, the ways in which we think and learn are susceptible to change. This could lead to the development of new learning environments in which individuals see the world differently, communicate with each other, share information, and expand upon their knowledge. By establishing new relationships with time and space, they can develop their lives in a more enriching and satisfying way. All of this requires a new approach to epistemology, as well as new learning methods.

ISDI bases its teaching philosophy on the following principles:

- Accelerating changes in society, keeping up with the quick speed at which knowledge becomes out-of-date, and managing the convenience of mobility. All of these changes oblige us to take research and learning beyond teaching by selecting the appropriate resources and most cutting-edge pedagogical methods to boost positivity and creativity—two important characteristics of our digital environment.
- Information and communication technologies represent new cognitive scenarios for individuals. Additionally, they are more than a simple tool of information exchange; they are the hubs that foster both knowledge and learning.
- The technological resources found at an institution like ISDI, such as websites, portals, servers, learning communities, and so on, are never seen as passive tools. Once established, they are actively used in a wide range of areas. They are constantly being updated and integrated into the core structures of the institution, providing all members of our community with educational opportunities and resources, as well as information.
- The many languages of new media, as well as new approaches to distance education, should be leveraged in order to extend educational services to reach more people in more places, where newly

acquired knowledge can be implemented in real time. This is based on the premise that, in the digital ecosystem, language is our only barrier.

RESEARCH AND DISSEMINATION

The search for knowledge through in-depth research is one of the most fundamental elements of education. If an education system is defined by the transfer of knowledge to future generations, then ISDI is defined by a transfer of knowledge that contributes to a continued process of knowledge construction. ISDI is a center for research, ideas, and dissemination, focused on drawing attention to and developing the digital ecosystem.

ISDI seeks to apply this perspective to problems present in today's world which promise solutions (the human-technology dynamic) that will lead to endless possibilities. This goes beyond research as a means to understand the world—ISDI actively wants to change it, while always observing certain shared values.

At the heart of ISDI is the idea of research as an incessant search for the truth and as a means to comprehend reality and what is possible. For these reasons, we consider research to be both applied and interdisciplinary, not only to provide us with a better understanding of the world, but also to help us modify the unprecedented effects of a technological sector in constant evolution.

ISDI serves as a point of reference in the realm of the internet and the digitalization of companies and society at large, establishing our institution as an “intensive environment for research, study, learning, and development.” We conduct studies and research initiatives in collaboration with universities and leading research centers to explore the impact of digitalization on society and consider important features and trends within the digital world. We want to shed light on our digital reality and contribute ideas to finding solutions to the social problems we are experiencing.

ISDI Digital Data consolidates and disseminates research work carried out by different ISDI teams. Our students play a fundamental role within this area.

<https://www.isdi.education/en/isdigital-data-publications-research>

CERTIFICATIONS & QUALITY MONITORING

ISDI's Madrid campus and its master's programs are accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). These master's degrees are accredited throughout the United States and in its academic and business environments as they are included in the catalog of official accredited degrees in the United States.

Maintaining the quality in processes and results allows us to provide excellent service for faculty and students alike. For this reason, different measures have been developed to evaluate and monitor the satisfaction levels of different groups throughout the institution. To achieve this, we:

- Conduct frequent surveys to collect data on student satisfaction levels throughout their entire academic experience.
- Track global satisfaction metrics with the institution using the Net Promoter Score (NPS) indicator.
- Employ post-graduation monitoring for the provision of employment services and other services related to alumni activities.
- Hold meetings with faculty members and guest speakers to discuss teaching, content, and their relationship with the institution.
- Carry out 360° evaluations for all staff at our institution.

In addition to the aforementioned, and in accordance with ISDI's commitment to quality services for the various stakeholders, the institution periodically submits to the corresponding audits to obtain the quality recognition set out by the European Quality Standard ISO 9001.

ADMINISTRATION

Legal control statement. ISDI is the commercial brand belonging to Internetsia, S.L., legally constituted as a for-profit organization that carries out educational activities. The company was established in accordance with Spanish law 2/1995, on Limited Liability Companies, and complies with articles 242 et seq. of Spanish law RDL 1/2010, on Corporate Enterprises, for which the company has an Administration Board.

Governance at ISDI relies on an established structure, where the Board of Directors (Board of Internetsia) is the main governing body. The President and members of the board are stakeholders and create institutional policies. This board also represents all other stakeholders who are also members of the Academic Advisory Board. The intention behind this organization is to ensure that strategic academic decisions are aligned with the company's interests.

In addition, ISDI's Strategy Committee is responsible for defining and deploying strategies designed to allow the organization to achieve overarching goals. The board consists of a President, a Managing Director, a General Director, an Academic Director, an Admissions Director, a Finance Director, a Marketing Director, a CRM Director and a Culture, Talent, and Organization Director.

This team works in close collaboration with the managers throughout the organization and is supported by the following committees:

- Academic Committee
- Management Tactics Committee
- Economic Committee
- Admissions Committee
- Discipline Committee

The institution's governing bodies are made up of the following individuals:

Members of the Academic Advisory Board:

- JAVIER RODRÍGUEZ ZAPATERO. President
- NACHO DE PINEDO. Secretary
- RODRIGO MIRANDA. Chairperson
- MIGUEL ÁNGEL DÍEZ FERREIRA. Chairperson
- NOELIA FERNÁNDEZ. Chairperson
- DANIEL FERNÁNDEZ. Chairperson
- MARCELO ROYÁN. Chairperson

- FERNANDO GONZÁLEZ MESONES. Chairperson
- ARNALDO MUÑOZ. Chairperson
- AQUILINO PEÑA. Chairperson
- GABRIEL SÁENZ DE BURUAGA. Chairperson
- MARCEL.LÍ ZUAZUA. Chairperson
- VENTURA BARBA. Chairperson
- ALBERTO DÍAZ. Chairperson
- SEBAS MURIEL. Chairperson
- LUIS FERRÁNDIZ Chairperson
- VÍCTOR MOLERO. Chairperson
- VALERIA SÁNCHEZ. Chairperson

Members of the Academic Committee:

- JAVIER RODRÍGUEZ ZAPATERO. Graduate in Business Administration.
- NACHO DE PINEDO. Ph.D. in Marketing
- VICTOR MOLERO. Ph.D. in Information Sciences
- DIANA BERMÚDEZ. Ph.D. in Anthropology
- FRANCIS BLASCO. Ph.D. in Marketing
- MIGUEL ÁNGEL SASTRE. Ph.D. in Business Management and Strategy.
- CÉSAR ÁLVAREZ. Ph.D. in Law
- RODRIGO MIRANDA. Executive MBA Business Administration
- JORGE VILLABONA. Master in Finance and Accounting Specialist
- RAFAEL LÓPEZ. Master in Internet Business (MIB)
- FRANCISCO SOLER. Master in Economics and Management

Members of the Strategy Committee:

- NACHO DE PINEDO. CEO
- JAVIER RODRIGUEZ ZAPATERO. President of the Academic Council
- RODRIGO MIRANDA. Managing Director
- JORGE VILLABONA. Managing Director of ISDICRM Worldwide
- VÍCTOR MOLERO. Academic Director
- MARIA BARRIÉ. Chief Marketing Officer (CMO)
- RAQUEL VALVERDE. Learning Experience Director
- VALERIA SANCHEZ. ISDI U Project Director

Members of the Management Tactics Committee:

- NACHO DE PINEDO. CEO
- JAVIER RODRIGUEZ ZAPATERO. Chairman
- RODRIGO MIRANDA. Managing Director, Onsite Campus Administrator
- VÍCTOR MOLERO. Academic Director
- RAQUEL VALVERDE. Learning Experience Director
- CELSO BARAGAÑO. Finance Director
- DIONÍS GUZMÁN. Barcelona Campus Director
- SERENA GIANNUZZI. COO ISDI CRM Worldwide
- MARÍA TRÉNOR. ISDI Foundation Manager
- FÁTIMA GALLO. Head of Career Services & Alumni Community
- MARÍA ALVAREZ DE LINERA. Culture and Organization
- JULIO MANGAS. B2B-B2C Director
- DIANA BERMÚDEZ. Academic Innovation Officer
- ENRIQUE HORMIGO. Corporate Sales B2B Manager
- FRANCISCO SOLER. Head of Corporate Partnerships
- NURIA IZQUIERDO. Marketing Manager
- RAFAEL LOPEZ. Head of PMO and Data
- THOMAS GAR IT Project Manager at ISDI
- NICK BENNETT. Learning Experience Manager
- AMANDA BENDER. Learning Experience Manager
- CESAR CRESPO. CTO
- JAZ SANGHA Strategic Growth Manager
- CRISTINA CHACON Strategic Growth Manager
- JORGE VILLABONA. ISDI CRM Director Worldwide
- ÁLVARO DÍAZ RIVAS. Branding Manager
- ARMELLE JACLOT. Global Business Manager ISDI CRM Worldwide
- BRUNO BUCHER. Growth Manager Spain en ISDI CRM Worldwide
- ELSA GARCIA Corporate Sales B2B Manager
- MIGUEL ANGEL DÍAZ FERREIRA. Director IMPACT Accelerator
- MIGUEL BARRERAS Learning Experience Manager
- MACARENA MERELLO BAYO. Admission Manager
- ALMUDENA SIRODEY. Admission Manager
- VICTOR KESSLER. ISDI CRM Country Manager Paris, France
- VALERIA SANCHEZ. ISDI U Project Director
- LUCIA SUAREZ. Learning Experience Manager.

In addition to the aforementioned, ISDI is managed by the following governing bodies:

The Economic Committee:

- NACHO DE PINEDO
- JAVIER RODRIGUEZ ZAPATERO
- RODRIGO MIRANDA
- VÍCTOR MOLERO
- CELSO BARAGAÑO

The Discipline Committee:

- NACHO DE PINEDO
- RODRIGO MIRANDA
- VÍCTOR MOLERO
- LUIS FERRÁNDIZ
- RAQUEL VALVERDE
- JAVIER MARTIN

The Admissions Committee:

- NACHO DE PINEDO
- RODRIGO MIRANDA
- VÍCTOR MOLERO
- RAQUEL VALVERDE
- ALMUDENA SIRODEY

FACILITIES AND RESOURCES

ISDI provides its students with the infrastructure and tools needed to succeed within all of our academic programs. Each campus offers designated areas for teaching, research, group work, and individual study, as well as technological resources for on-site and online teaching. We also provide access to the ISDI startup accelerator—our entrepreneurship ecosystem, which includes “seed” spaces for budding entrepreneurs.

At all of our campuses, students have unlimited access to the available WiFi networks. We offer a variety of networks in order to guarantee speed, enhancing online activities and data transfers. Standard classrooms are also equipped with areas for instructors, computers, screens and projectors (at least two, with one backup), speakers, fixed and wireless microphones, a board, individual chairs for students, outlets for computers, touch screens to book rooms and see occupancy, mineral water, and air conditioning.

CAMPUS FACILITIES. ISDI’s campuses are all equipped with the necessary technological and educational features needed to properly implement the teaching methodologies applied in each program. These features include:

- Classrooms
- Meeting and study rooms
- Reading rooms and lounge areas
- Individual study cubicles for online learning
- Studio and recording room for audiovisual content production
- Library
- 3D printers
- Electronic information panels
- Electronic display panels for room reservation
- WiFi networks
- Teleconference screens
- Kitchens and cafeteria

MADRID CAMPUS

Our Madrid location is a unique, 1,600m² space that holds offices, classrooms, meeting rooms, individual study rooms, as well as areas for co-working activities and events.

This campus is a hub for networking in the digital sector. It serves as a launch pad of digital development for startups, instructors, professionals and students within the ISDI community.

Our campuses host external events for entrepreneurial education and networking opportunities. Anyone looking to rent a space for events in the Spanish capital may do so at our Madrid campus.

Over 300 people can be connected to our WiFi networks at any one time. We offer catering services, and there are vending machines for coffee, water, soft drinks, and snacks, located in the common areas.

BARCELONA CAMPUS

Our Barcelona location is a dynamic, 800m² space that contains offices, classrooms, meeting rooms, individual study rooms, as well as areas for co-working activities and events.

This campus is a hub for networking in the digital sector. It serves as a launch pad of digital development for startups, instructors, professionals, and students within the ISDI community.

Our campuses host external events for entrepreneurial education and networking opportunities. Anyone looking to rent a space for events in Barcelona may do so at this campus.

Over 300 people can be connected to our WiFi networks at any one time. We offer catering services, and there are vending machines for coffee, water, soft drinks, and snacks, located in the common areas.



MEXICO CITY CAMPUS*

Our Mexico City location is an exceptional, 400m² space that contains classrooms, meeting rooms, and areas for co-working activities and events. This campus is a hub for networking in the digital sector. It serves as a launch pad of digital development for startups, instructors, professionals, and students within the ISDI community. Over 180 people can be connected to our WiFi networks at any one time. We offer catering services and coffee, water, and soft drinks, located in the kitchen.

** Non-accredited campus.*

PARIS CAMPUS*

The ISDI CRM Paris center offers bright, spacious and modern facilities in the center of the capital, where you can be at your best for learning. We offer catering, and the open workspaces have vending machines with coffee, tea, and water.

Increase the productivity of your company with the #1 CRM platform in the world. Led by highly experienced, qualified, and certified instructors, you will discover how to skill-up your teams with ISDI customizable learning paths. We work hard to adapt to your professional needs by always recommending the best courses to help you achieve success and build a real center of excellence within your organization.

** Non-accredited campus*

AGREEMENTS AND PARTNERSHIPS

ISDI has partnership agreements with a variety of institutions representing different areas of expertise. The objective of these relationships is to further develop educational activities, enhance methodologies and practices within the digital sector, and strengthen technology-based entrepreneurship. Below is a selection of the institutions with whom we have agreements and partnerships:

- RCC-Harvard
- Complutense University of Madrid
- Monterrey Institute of Technology
- Salesforce
- Google Digital Academy
- Amazon Web Services
- Toyota

SCIENTIFIC ADVISORY BOARD

ISDI's expert knowledge of the world of internet business is supported by our Scientific Advisory Board. This board is made up of scientists and university researchers from around the world and enables us to keep our finger on the pulse of scientific developments in the digital world and stay up to date on top companies' best practices for success.

<Albert Yu-Min Lin>

Director of National Geographic Engineers for Exploration
University of California, San Diego, USA.

<Ali Farhoomand>

Professor of Innovation and Information Management and Director of the Asia
Case Research Centre University of Hong Kong, Hong Kong.

<Andy Phippen>

Professor of Social Responsibility in IT University of Plymouth, United Kingdom.

<Barry Wellman>

Professor of Sociology University of Toronto, Canada.

<Beth Kolko>

Co-Founder and CEO at Shift Labs, Founder of Hackademia Professor of Human Centered Design and Engineering University of Washington, USA.

<Bruce L. Alford>

Max P. Watson Jr. Endowed Professor Louisiana Tech University, USA.

<Bruno Lanvin>

Executive Director European Competitiveness Initiative at INSEAD, France.

<C. Derrick Huang>

Professor of Information Technology Florida Atlantic University, USA.

<Colin Maclay>

Research Professor of Communication and Executive Director of the Annenberg Innovation Lab at USC, USA.

<David Dockterman>

Lecturer on Education, Technology and Innovation Harvard University, USA.

<David Gill>

Managing Director of the St John's Innovation Centre, United Kingdom.

<Doc Searls>

Co-Author of The Cluetrain Manifesto and Director of ProjectVRM at the Berkman Klein Center for Internet and Society at Harvard University, USA.

<Donna L. Hoffman>

Chancellor's Chair and Co-Director of the Sloan Center University of California, Riverside, USA.

<Enrique Becerra>

Professor and Research Scientist Texas State University, USA.

<Hans Lehmann>

Professor of Information Systems
Victoria University of Wellington, New Zealand.

<Hila Lifshitz- Assaf>

Assistant Professor of Information, Operations and Management Sciences at NYU, USA.

<Iyad Rahwan>

Associate Professor of Media Arts and Sciences at the MIT Media Lab, USA.

<James Gray>

Chairman of the Faculty of Marketing Florida Atlantic University, USA.

<Jan Fagerberg>

Professor at the University of Oslo and Aalborg University, Norway and Denmark.

<Jean Charles Chebat>

Emeritus Professor at HEC Montréal, Canada.

<Krzysztof Gajos>

Professor of Computer Science at the John A. Paulson School of Engineering and Applied Sciences Harvard University, USA.

<Manuel Cebrián>

Research Scientist MIT Media Lab, USA.

<Marcela Escobari>

Executive Director Center for International Development Harvard University, USA.

<Michel Laroche>

Managing Editor of the Journal of Business Research and Professor of Marketing Concordia University, Canada.

<Mitch Griffin>

Professor of Marketing Bradley University, USA.

<Patrick Meier>

Executive Director and Co-Founder at We Robotics

<Punam Bedi>

Professor of Computer Science University of Delhi, India

<Ramiro Montealegre>

Professor of Information Systems University of Colorado, Boulder, USA.

<Ricardo BaezaYates>

CTO at NTENT, Chile.

<Richard Wilding>

Professor and Chair of Supply Chain Strategy Cranfield School of Management, United Kingdom.

<Robert Chess>

Lecturer in Management at the Graduate School of Business Stanford University, USA.

<Robert Eric Siegel>

Partner at XSeed Capital, USA.

<Sahar Khamis>

Professor of Communication University of Maryland, USA.

<Steffen Zorn>

Founding Partner at Brainpeople Curtin University, Australia.

<Steve Cadigan>

Founder of Cadigan Talent Ventures, former Vice President of Talent at LinkedIn.

<Steven Van Belleghem>

Researcher
Vlerick Business School, Belgium.

<Sylvain Sénécal>

RBC Financial Group Chair of E-Commerce HEC Montréal, Canada.

<Thomas Borghoff>

Senior Lecturer
Victoria University of Wellington, New Zealand.

<Tony Seba>

Lecturer in Entrepreneurship, Disruption and Clean Energy Stanford University, USA.

<Tracy Tuten>

Professor of Marketing
East Carolina University, USA.

<Yaniv Turgeman>

Product R&D at MIT, US

FULL-TIME FACULTY

<Diana Bermúdez>

Area: Consumer Behavior

Academic credentials: PhD in Social Anthropology. Complutense University of Madrid, Spain.

<Víctor Molero>

Area: Consumer Behavior, Transformation

Academic credentials: PhD in Information Sciences Complutense University Madrid. Madrid, Spain. Master's in business administration, Paris Institute of European Affairs. Paris, France.

<Nacho de Pinedo>

Area: Marketing, Blockchain, Management, Strategy

Academic credentials: PhD in Marketing Complutense University Madrid. Bachelor's in Business Administration Pontificia University ICADE Madrid. Madrid, Spain.

<Javier Rodríguez Zapatero>

Area: Transformation, Strategy, Search Engines

Academic credentials: Bachelor's in business administration ETEA Cordoba University. Master's in Auditing ETEA Cordoba University. Cordoba, Spain

<Rodrigo Miranda >

Area: Marketing, Social Media, Strategy

Academic credentials: Executive MBA Business Administration IESE Business School, Navarra University. Navarra, Spain

< Jorge Villabona >

Area: Marketing Automation and Technology

Academic credentials: Master's degree: Finance and Accounting Specialist- Deusto University of San Sebastián. San Sebastian, Spain

< Rafael López >

Area: Marketing Automation and Technology, Blockchain

Academic credentials: MIB Master's in Internet Business, ISDI Madrid. Madrid, Spain

< Francisco Soler >

Area: Strategy, Digital Business

Academic credentials: Master's degree: Economics and Management. Valencia University, Valencia, Spain

PART-TIME FACULTY

< César Álvarez >

Area: Strategy, Digital Business, Law

Academic credentials: PhD in Law Universidad Pablo de Olavide Seville. Seville, Spain.

< Francis Blasco >

Area: Marketing Automation, Marketing

Academic credentials: PhD in Marketing, Complutense University Madrid. Madrid, Spain

< Miguel Ángel Sastre >

Area: Digital Organizations, Strategy, Digital Business

Academic credentials: PhD in Organization, Complutense University Madrid. Madrid, Spain

ACADEMIC INFORMATION

The academic guidelines represent a set of criteria used to manage daily operations. It is also used as a reference for students, providing them with the general information needed to complete the program and participate in other related activities.

This outline will guide students through the different situations that will arise throughout the program. With the exception of financial and disciplinary concerns, these guidelines are not meant to be exhaustive. There is a wide variety of other topics, including different educational, social, and professional elements that are not included here despite the fact that they do reflect the underlying spirit that guides the ISDI community. These guidelines are only as successful as the commitment and positive contributions made by the groups driving the development of the ISDI programs: students, course coordinators, teachers, administrators, counsellors, and more. Collaboration is a central pillar when it comes to navigating different situations that may arise throughout the program.

ISDI reserves the right to interpret and modify these Academic Guidelines. Modifications will be announced when it is deemed appropriate and will be valid and fully effective upon publication in the General Information Section of our virtual campus.

In addition, ISDI reserves the right to modify the program and the instructors, at any time and without prior notice, in order to improve the program's organization and development. With that said, under no circumstance will modifications alter the general course content or the program objective, nor will the instructors chosen for the course be any less qualified.

FACULTY

ISDI's faculty is made up of world-class academics and leading digital professionals in the field of business. Teaching in a master's program at ISDI is based on their:

- Extensive knowledge of the content covered.
- First-hand professional experience which allows them to provide constructive, enriching insight into the concepts explored in class.
- Strong teaching skills and the ability to communicate ideas in a way that is clear and compelling.

Instructors are selected and assigned by the team of course coordinators, following recommendations made by the Academic Committee. Together, they create and coordinate the course content to guarantee coherence throughout the program.

ISDI develops initiatives directed at instructors in four main areas:

- **ACADEMICS.** Coordination meetings will be held to ensure the suitability and relevance of the material, as well as how updated it is. The goal here is to guarantee the best possible results in terms of student satisfaction and learning outcomes.
- **DEVELOPMENT.** Surveys will allow students to express their degree of satisfaction with class sessions, professors and guest speakers.
- **EDUCATION.** Training activities will be made available, covering methodology, didactics, pedagogical innovation and organization in teaching.
- **SOCIAL.** Social events will facilitate networking with instructors and top industry professionals

ADMISSIONS

ISDI welcomes and encourages qualified applicants and a culturally diverse student population to apply for admission. We believe that diversity enriches learning and teaching. ISDI offers educational opportunities to anyone who has the interest, desire, and ability to pursue advanced study for the digital environment. The institution is committed to ensuring that no student with the potential to meet our entry requirements is deterred from applying.

- All applications are evaluated and considered to assess the potential of each candidate.
- Final admission decisions are based on the candidate's demonstrated potential to complete their studies and obtain an ISDI degree.
- ISDI takes into consideration a variety of factors including demonstrable performance and achievements in prior academic studies, resume, and the admissions interview.
- ISDI reserves the right to grant admission to up to 20% of candidates that do not meet admission requirements.
- A candidate's disability is not used as a factor for evaluating their potential.
- ISDI reserves the right to refuse admission or readmission to any student if, according to the academic authorities of the institution, admission or readmission of the student would not be in the best interests of the student or institution.
- Students who knowingly submit false information or fraudulent documentation (admissions applications, resumes, transcripts) or who do not submit requested documentation regarding their previous university studies, are subject to rejection or dismissal.

The admissions process begins with the applicant's first contact with ISDI, through the website or any other channels (e.g. social media, blogs, phone calls, face-to-face meetings, etc.), and concludes with the admissions decision. Applicants are admitted to the program of their choice once they have successfully passed each stage of the admissions process, which will ensure coherence between their profile and needs, and the objectives of the program in question.

Once admitted, master's degree candidates have the ability to opt into the program of their choice at any time, guaranteeing that, as long as they meet the program requirements, they can enroll during the first available intake. As a result of this extensive admissions process—typical of programs at this level which are geared toward professional development—the time required to reach an admissions decision may take longer than expected.

ADMISSIONS REQUIREMENTS.

ISDI's master's degrees programs form the cornerstone upon which this institution develops academic and educational activities. Although program directors can make exceptions when deemed appropriate, ISDI's programs are designed for the profile outlined below.

We are looking for people with:

- A university degree. Candidates with previous university studies from institutions outside of the European Union which do not adhere to the European Higher Education Area (EHEA) must submit notarized translations of their official documents certified by an American agency*.
- Professional experience from working within organizations.
- A career, or who have been employed at some point in the past five years.
- A strong ability to form interpersonal relationships.
- An open mind and a passion for learning.
- A tolerant and respectful attitude, a willingness to listen, and teamwork skills.
- Flexibility and adaptability.
- Honesty.

To create student groups made up of individuals who represent the profile described, ISDI uses tests to identify the candidates who appear to meet the characteristics. Assuming that students selected for the program fit the profile detailed above, it is important that each individual is aware of their responsibility to reflect on this information. They are also expected to communicate any discrepancies detected between the described profile and the profile the student identifies as their own.

ADMISSIONS PROCESS

The admissions process involves the following stages:

- Submitting an application.
 - The applicant fills out the application.
 - The applicant submits University original transcript confirmation with signature and stamp. The student must provide the contact information from a person/department of the institution for verification and validation purposes
 - Foreign transcripts for undergraduate studies should be evaluated by an official organization to validate their equivalency in order to access ISDI's master's programs. (*)

- Selection process.
 - The application is reviewed by the institution.
 - A face-to-face meeting is held with the applicant. The personal interview
 - will take place in the language of the master's program in order to confirm the language level.
 - It is important to note that selection does not guarantee completion of the program.
- The decision is reached by the Admissions Committee.
- The final admissions decision is communicated to the applicant.
- If accepted, the candidate may reserve their spot in the program.
- Finally, the candidate may enroll.
- Visa (If needed). It will be the student's responsibility to manage the administrative process related to visas required by each country of origin. ISDI will support the student with all the documentation and information required.

(To certify the validity of courses of study completed outside Spain, a specific administrative procedure must be carried out to verify the existence of the institution by which the documents were issued, the course of study in question, and the academic qualification obtained. Students will arrange to have an evaluation of their foreign transcript (non-US recognized degree) by one of the following fully accredited agencies: AICE, AACRAO, NACES.*

The legalization of foreign academic documents is governed by international agreements applicable between the country in which the documents were issued and the country in which authentication is sought. The specific procedure varies according to the country of issue and the country in which they are required. Information on the legalization procedure should be obtained from the university at which the previous studies were completed, consular services, embassies, Ministry of Education or another competent authority in each case.

REQUIRED DOCUMENTATION

ISDI master's degree candidates must submit the following documents before enrolling in the program:

MASTER'S PROGRAM	DOCUMENTATION	REQUIREMENTS
MIB	<ul style="list-style-type: none"> • Resume. • Degree and/or official transcript from previous university studies 	<ul style="list-style-type: none"> • Personal interview, Professional experience, Teamwork skills
ONLINE MIB	<ul style="list-style-type: none"> • Resume. • Degree and/or official transcript from previous university studies 	<ul style="list-style-type: none"> • Personal interview, Professional experience, Teamwork skills
GXMDB	<ul style="list-style-type: none"> • Degree and/or official transcript from previous university studies. 	<ul style="list-style-type: none"> • Personal interview, Professional experience, Level of English, Teamwork skills
DMBA	<ul style="list-style-type: none"> • Resume • Degree and/or official transcript from previous university studies 	<ul style="list-style-type: none"> • Personal interview, Professional experience will be valued, Level of English, Teamwork Skills
MDA	<ul style="list-style-type: none"> • Resume • Degree and/or official transcript from previous university studies 	<ul style="list-style-type: none"> • Personal interview, Professional experience, Teamwork skills
MMA	<ul style="list-style-type: none"> • Resume • Degree and/or official transcript from previous university studies. 	<ul style="list-style-type: none"> • Personal interview, Professional experience, Teamwork skills.

ISDI reserves the right to request confirmation of the credentials submitted by the students in the event that any doubts are raised as to the validity or legitimacy of the studies and/or the institution in question.

Ultimately, ISDI determines the authenticity or credibility of the document or institution in question. This decision should be treated as final, without grounds for appeal.

ENROLLMENT

Only students who have been selected following the process outlined above, and who meet the program requirements for participation, may enroll in the program. Furthermore, students who participate must be formally registered and meet all economic and disciplinary commitments. They are also expected to present all required documentation and have the Enrollment Agreement signed.

Students must complete enrollment within the period specified in their letter of admission. Once this period has closed, enrolled students who have successfully completed registration will be given priority. Places will be allocated in strict order of formalized registration. Admitted students could be left without a place if group enrollment has reached capacity due to other admitted students who have registered within the established registration period.

Students may lose their place in the program if they do not accept conditions or fail to complete enrollment within the determined period.

ATTENDANCE, SCHEDULES AND PUNCTUALITY

With the exception of the Online MIB and GXMDB, the master's programs at ISDI take place on campus. This means that class attendance is mandatory and is one of the essential requirements to be assessed by instructors. With that said, any special circumstances that occur during the academic year will be taken into account and can justify certain absences.

Rules on monitoring attendance are outlined below:

- Class attendance will be monitored by a digital roll-call at the beginning of each session.
 - Absences will be monitored in each course to ensure no student misses the entirety of any particular subject area, without having participated at all.
 - No student may have an absence rate above 20% in any of the master's courses.
 - Students who have exceeded this rate may request an extension of up to 30%, provided they are able to justify the absences with the appropriate documentary justification. This documentation will be considered by the ISDI Discipline Committee to determine its relevance.
 - Students with an absence rate above 30% for any course are ineligible to complete their master's degree and cannot pass any course where the minimum attendance requirements have not been met.
 - Consequently, they will not receive any reimbursement for the amounts paid and are responsible for any amount owed. They will be excluded from participating in the graduation ceremony and will not have access to exclusive alumni services, including the ISDI alumni network.
 - Students who fail a course due to noncompliance with minimum attendance requirements yet wish to complete the master's program and obtain the corresponding title, may repeat the course in question the following year, provided payment of tuition costs for this course is made. Should a student retake the Backbone Project in the next master's program intake, they must do so on an individual basis and in accordance with the tuition and fee policies and academic requirements established by the Academic Director. A student may retake a maximum of five courses.
 - Under no circumstances is a student permitted to take part in a class session to make up for one they failed to attend in their assigned group. If a student wishes to make

up a class, they must be able to provide justification for the program directors to consider. A request form must be submitted by the student to the Department of Learning Experience, specifying the reasons for making it up.

- Under no circumstances should any student attend a class via video conference or any similar means, except for online programs. In the case of force majeure, where the lack of attendance is duly communicated, documented and approved, the student will be able to attend the class from home, using the technology that we have installed in the classroom which allows both remote participation in the session as well as interaction with the teacher and their classmates.

To request permission to attend class remotely, the student must notify the program manager, who will then send a form where the student must explain and document the reasons that prevent them from attending class in person. The academic committee reserves the right to approve or deny said request after analyzing each case.

- If a student's attendance falls short of the standards outlined in this catalog and/or the student fails to meet the academic standards established by ISDI management, the student may be required to undergo additional assessment, the nature of which will be determined on a case-by-case basis. If performance during the assessment does not meet the standards required by the ISDI management, the student's relationship with the institution will be terminated without any right to financial reimbursement of any kind, or services made available to ISDI alumni.

- Punctuality is also an essential consideration in order to guarantee that sessions are run effectively. Class will be finalized during the program but will generally follow one of the schedules outlined below: (face to face programs)

- Weekday group: Monday to Thursday, from 7 p.m. to 10 p.m.
- Weekend group: Friday from 4 p.m. to 10 p.m. and Saturday from 8:30 a.m. to 2:30 p.m.
- Additional sessions may be arranged, which take place at the following times:
 - Madrid campus: Saturday afternoon from 3 p.m. to 6 p.m., approximately once every two months.
 - Barcelona campus: Saturday afternoon from 3 p.m. to 6 p.m., sporadically throughout the duration of the course. Thursday afternoon from 7 p.m. to 10 p.m., approximately once a month. Friday afternoons from 4:00 p.m. to 10:00 p.m. for groups during the week with sporadic timeslots distributed

throughout the course.

- During each session, there will be a 15-minute break at a time determined by the instructor. Classes will start promptly at the scheduled time, although students will be allowed to enter the classroom during the first 10 minutes of the session. After this period, students who arrive must wait until the break to enter the class. Synchronous sessions in online programs will follow schedules according to the needs of the program.
- Recording lectures and tutorials is strictly forbidden. Note that class hours, syllabi and teaching format (in-person or online) are subject to change by the institution in the event of a force majeure (ex: disease outbreak, national security, natural disaster, etc.).

CONTENT AND PROGRAM

ISDI master's programs are designed according to the experiences of outstanding, real-world professionals who, alongside experienced professors and the ISDI Academic Advisory Board, guide the development of the programs' structure and content. The core aspects of each program's content involve the following elements:

- Alignment with the realities of business today and trends in internet use.
- A wholly practical approach to education.
- Consistently updated content.
- A hands-on methodology.
- Exploring ideas using real-world examples.
- Encouraging reflection and interaction between faculty members and students.

Program content is distributed into different courses, which heavily represent each of the previously mentioned elements. The courses are coordinated by instructors, who are advised by members of the Academic Council to guarantee internal logic and to avoid gaps, overlapping topics, and contradictions throughout the program's duration. The organization and sequencing of the various courses are determined according to three factors:

- Conceptual logic. The content explored follows a coherent path regarding the process of creating a business project on the internet.
- Methodological sequence. A methodological approach is taken to ensure program content is ordered in a meaningful, efficient, and logical sequence to guarantee maximum comprehension.
- Educational requirements. The time taken for each subject is not determined by its conceptual importance, but by the amount of time necessary to ensure that students have understood the topic.

The length and academic weight of the master's programs are measured in credits. One credit corresponds to 10 lecture hours, meaning that a 45-credit program is 450 lecture hours in total.

The courses are identified using an alphanumeric code, where the initial letters identify the program, followed by the course numbers. Numbers represent the order in which the courses are taught. For example, MIB5001 is the first course in the Master in Internet Business (MIB), whereas the GXMDB5004 is the fourth course in the Master in Global Digital Business.

MATERIAL AND DOCUMENTATION

Class materials will be posted on the virtual campus, alongside the documentation for different subjects presented throughout the master's courses. This is done to allow students to review, study, and better understand the content before and after their classes.

All rights to these documents are protected by copyright laws. They may not be reproduced, distributed or disseminated in any way without the prior express authorization of ISDI.

All ISDI master's students are required to bring their own WIFI-enabled laptop or tablet to classes and Backbone Project work sessions. Each student is responsible for having the device in perfect working order, as well as ensuring the required programs already installed on these devices are working properly. ISDI is not responsible for the software installed on students' computers nor the software students have installed to complete their work throughout the master's program.

MONITORING AND QUALITY CONTROL

The quality of programs is closely monitored by operational services under the supervision of the program director. This measure allows program content to be constantly updated to reflect the realities of the business world and internet usage, while maintaining maximum consistency between educational objectives and results.

To this end, we use a quality control device which relies on the following pillars:

- Frequent follow-ups with all faculty members. Faculty members work closely with program coordinators who determine content and methodological approaches and develop teaching skills, while monitoring the achievement of learning objectives.
- Backbone project. As defined in the academic guide, the Backbone Project reveals the level of competence acquired by the students in the teaching sessions by putting their newfound skills and knowledge into practice in a real-world situation. Here, both concepts and techniques must be applied to achieve a solid result.
- Student survey. The opinion of students is regularly measured using two methods:
 - Questionnaires. Following each course, students are asked to complete a questionnaire regarding their perception of the different sessions, including views on content, faculty members, teaching, and so on.
 - Meetings with representatives. Academic directors meet with student representatives throughout the master's program to discuss their views on its development.

DISCIPLINARY PROCEDURES

ISDI's academic activity is the result of interactions between teachers, students, academic directors, and business professionals. These interactions follow basic assumptions of coexistence that foster the necessary environment to ensure the educational experience is positive, satisfying, and fruitful. This requires that all participants involved are firmly committed to contributing to the creation and maintenance of this environment and to building the best possible relationships—whether they are professional, personal or educational.

For this purpose, ISDI has a Discipline Committee that ensures the optimal development of the student's learning environment, whereby all participants in master's programs are required to adhere to the code of conduct. In cases of unacceptable behavior on the part of the student, the Discipline Committee will work to resolve the situation. After assessing the case, the committee will take any steps deemed appropriate to ensure that the issue is dealt with effectively.

For this reason, the following are considered to be offenses:

SERIOUS OFFENSES

- Offensive statements, insults, or derogatory or demeaning attitudes toward any person and for any reason.
- Any attempt at, or the execution of, misrepresentation or manipulation of documents, attendance, and/or evaluation control systems, as well as any impersonation in these systems.
- Statements or actions, both within and outside of the ISDI environment, that may harm ISDI's image or that of its members.
- Repeatedly committing minor offenses, even if they are of a different nature.
- Refusing to sign a written warning and/or the institution's conditions and confidentiality terms, including data protection agreements.
- Any infraction of intellectual and/or industrial property rights in relation to the content, documents, processes, and projects related to the master's program and their established restrictions.
- Inappropriate, obstructive, or troublesome behaviors or attitudes that interfere with the

normal functioning and flow of class or student group work activities.

- The punishment for serious offenses will be expulsion. Once expelled, students will not be eligible for reimbursement, nor will they receive official recognition for the course that they would have passed.
- Should the Discipline Committee be made aware of any event that may constitute a serious offence, disciplinary proceedings will be initiated, and an instructor will be named among the committee members.
- The Discipline Committee will notify the affected party when the Disciplinary Proceedings commence, informing them also of the instructor's name. During these proceedings, the instructor will present a written statement, clearly expressing the facts and the offense (or offenses) that the accused party is charged with. The defendant will have a period of five business days to provide a written response containing any information relevant to their defense.
- Once the response is received, the instructor will submit a report to the Discipline Committee, which is then responsible for deciding what happens with the case file, qualifying the infraction as minor or proposing sanctions that will be submitted to ISDI management—the body responsible for making the definitive and final decision.
- During the disciplinary proceedings, the Discipline Committee can decide to adopt precautionary measures (including suspension) in the case of a serious offense which has disrupted the normal development of academic programs, or when this behaviour could harm ISDI in any way, whether financially or regarding ISDI's image.

MINOR OFFENSES

- Minor offenses are considered to be those which hinder or prevent the normal development of academic activity and/or the programs or groups involved as a consequence of improper actions. They are determined as such by the members of the Discipline Committee, according to their honest assessment of the situation.
- Any student who commits a minor offense will receive a written warning. The student must then accept the warning. In this case, no disciplinary proceedings will be initiated.
- With that said, the following cases may result in expulsion without undergoing the aforementioned disciplinary proceedings:
 - Failure to complete payment or a delay in payment exceeding the 48-working hour period established in this guide.

- If the student has not passed the assessment tests required by the master's program. This includes both the regular assessments used in the program or any exceptional assessments applied in specific cases, justified in accordance with this guide.
- Class absences exceeding 20% and/or problems related to class attendance for any of the courses, as detailed in this guide. In exceptional circumstances, and as deemed appropriate by ISDI management, the maximum absence percentage may vary.
- Any breach of the confidentiality agreement.
- Any violation or breach related to the COVID protocol that is publicly published and accessible on our website.

Regarding support and guidance, an ISDI staff member will always be available to help students with any issue related to their participation in the program. Moreover, students will receive assistance from faculty members and project supervisors who will help to guide students throughout the program.

GRIEVANCE POLICY

If any student, guest speaker, or faculty member deems it necessary to file a grievance against any ISDI employee or contributor, he or she must report such incident to the Head of Learning Experience. Every effort will be made to protect the privacy of any parties involved.

The student is entitled and encouraged to have an informal discussion with the Head of Learning Experience as a first step. If an informal conversation does not result in a satisfactory resolution, or if the student is not comfortable speaking about the matter with the above-mentioned person, then the student should discuss the situation with the employee's supervisor or the Academic Director. In cases of discrimination or sexual harassment, ISDI encourages the student to go directly to the Compliance Committee through the reporting channel. Any complaint that is not in writing, that is, a verbal complaint, is considered an informal complaint. After an informal discussion, if the student wishes to file a formal grievance, he/she may submit such in writing to the head of Learning Experience. However, before filing a formal charge, the complaining party should first make a good faith effort to meet and confer with the party against whom he or she has a complaint in an effort to resolve the matter. The formal report should contain a statement of the problem or complaint, the facts and details of the situation, pertinent dates, and the names and positions of the parties involved. The grievance must be signed and dated. Also, students may withdraw a complaint at any time during the complaint process. A withdrawal must be made in writing to the head of Learning Experience.

Upon receipt of a written formal complaint by a student, the head of Learning Experience will consider the complaint. After such an investigation, head of Learning Experience will make a determination as to whether the grievance has merit as alleged. If the alleged grievance is deemed justified, ISDI will take whatever steps it deems appropriate to correct any grievance suffered by the complaining student.

REMEDIES

If it is determined that such grievance has appropriate support, the persons or departments that are responsible for such violation will be dealt with in an appropriate manner by the supervisors or Managers of such persons or programs, in accordance with applicable provisions, if any, of contracts, employment regulations, faculty and employee handbooks, or the like. Students and faculty who believe that their grievances have not been fully investigated or remedied may contact the Compliance Committee through the report channel <https://canaletico.es/es/isdi>

REVIEW BY THE DISCIPLINE COMMITTEE

The student may appeal this determination to the Discipline Committee consisting of members of the administration and faculty. This committee has the right to review the determinations and to reverse or amend such decisions.

EVALUATION AND GRADING SYSTEM

Students that participate in a master's program at ISDI will be evaluated using different methods, depending on their program of study and the individual syllabi for the corresponding course. Students who pass all assessments will be awarded the accredited title and will be included in the ISDI databases. They will have access to the job board and other alumni services.

If a student fails to pass the assessments corresponding to a course, they will be unable to receive the accredited title. In this case, they will not receive a refund for their tuition, and they will be responsible for completing any outstanding payments. In addition, students will be unable to attend the graduation ceremony and will not be included in the alumni groups. By extension, this means they will not have access to any of the exclusive alumni services.

Students are permitted to work in more than one group at the same time, either for the Backbone Project or for course assessments. This is intended to encourage greater interaction with other members of the class.

BACKBONE PROJECT

The Backbone Project will be evaluated based on course assignments, class attendance, and the results of the social capability assessment tests. In addition, at the end of the program, students will have to present and defend their project. This will take place before a panel of academic directors and representatives from the companies associated with the project. It is mandatory for all students involved in working on the Backbone Project to attend and participate in the final presentation. Furthermore, all group members must present and be prepared to answer questions about the project. For each deliverable, students must present their corresponding part of the Backbone Project and defend it in front of the Backbone Project professor. During the presentation, each student may be asked about various aspects related to the project. In addition, students should be prepared to answer any questions on content relevant to the project that has been discussed during the course.

From the moment the Backbone Project is assigned, it is forbidden to use the company's name in social networks, just as the production of profiles, blogs, websites, etc. is prohibited on the internet.

Students who do not pass the Backbone Project (See SAP status) will undergo a second evaluation (either individually or in groups) at the discretion of the Academic Advisory Board. ISDI will determine when the evaluation will take place, and students will be expected to, once again, present and defend their work. If the student fails this second assessment, they will also fail the master's program. They will not have the right to receive the accredited title, nor will they receive any reimbursement. Finally, they will not be provided access to ISDI alumni services.

THESIS

DEFINITION

The thesis is the final document that students produce individually once they have successfully completed the 45 credit hours (450 hours) of their program.

The content of the Thesis is a direct reflection of what occurred during the production of the Backbone Project, as students complete the different stages known as releases.

The purpose of the Thesis is to analyze the overall process and keep record of the steps involved in completing the project. Thus, the student should demonstrate understanding of the entire process, as well as the different stages and the outcome obtained.

The Thesis is meant to be a reflective document that should provide the student with the opportunity to examine the fundamental concepts, tools, and practices used during the Backbone Project Course.

The Backbone Project is a course that awards credits and is separate from the Thesis, although it provides the content and resources for the Thesis.

The Thesis is presented at the end of the completion of all the courses. However, it does not award credits, and is evaluated by “pass” or “fail”. Students must successfully complete the Thesis to earn their master’s degree.

ORGANIZATION

The Thesis is made up of the same amount of sections as releases in the Backbone Project (three to five, depending on the program). It must include a title at the beginning and a conclusion at the end, as well as a bibliography, and a table of contents. The content must include an analysis of the sector, understanding of the company, description of the strategy, value proposition, data analysis, etc.

The document must include, but is not limited to the following items:

- Title and author.
- Table of contents.
- Abstract.
- Analysis of the company and sector.
- Strategy.
- Data analysis.
- Interpretation and conclusions.
- Bibliography.
- Appendices.

ABSTRACT

The abstract should be concise (one or two paragraphs). It should state the field of study, definition of the

problem, methodology used, research process, results obtained and the main conclusion of the project.

APPENDICES

Appendices are supplementary materials to the document. They should include tables, charts, computer program listings, etc.

BIBLIOGRAPHY

The bibliography should contain entries of all references used in the preparation of the Thesis, including all references cited in footnotes and any work relevant to the author's formulation and findings.

EVALUATION

The student will "Fail" when:

- Their Thesis is not turned in on time and/or incomplete or written in an incomprehensible way.
- Their Thesis does not meet all the requirements defined in this document.
- They are unable to clearly explain the structure followed during the production of the Backbone Project
- They show an inadequate or insufficient understanding of the concepts involved, and/or the tools and practices used during the Backbone Project Course.

The student will "Pass" when:

- The Thesis is turned in on time and meets all the requisites.
- The Thesis includes a clear and coherent explanation of the process carried out to elaborate the Backbone Project.
- They have demonstrated an adequate understanding of the concepts, tools, and practices related to the project.
- The conclusion must include a critical analysis of the project as well as strong evidence supporting the findings.

COURSES/MODULES

Faculty members and course/module coordinators will determine the assessment tools to be used and detail their choice in the corresponding syllabus. Each course/module will be graded by the faculty member or coordinator who runs it.

After each course/module, students will receive information on their attendance, as well as the results from their assessments and evaluations. Students will therefore have access to feedback on their performance during the master's program, and observe their personal development throughout the learning process (See SAP).

If a student has not passed the course/module but wishes to complete the master's program and obtain the

corresponding title, they may be eligible to take the course during the following intake (provided they have completed tuition payments for the previous year).

If students have not passed more than five courses, they will need to repeat the entire following year to complete the program. In this case, the student will be expected to pay the full tuition for the following year. Please note that payment for the incomplete course will not be taken into account as an advance.

GRADING SYSTEM

In the Spanish university system, each subject is graded on a scale from 0 to 10 points. Students have access to a progress report with the Program grades which is updated every time there is an evaluation. Each numeric grade corresponds to a mark grade as follows:

Percent Grade	Letter Grade	Score	Spanish Grade	Interpretation	
97-100	A+	4.0	10	Excellent	I: Incomplete EDR: Early Drop* LDR: Late Drop** RPT: Course was repeated <i>*Drop before reaching or at 50% of the program credits</i> <i>**Drop after reaching 50% of the program credits</i>
93-96	A	4.0	9	Very good	
90-92	A-	3.7	7-8	Good	
87-89	B+	3.3	6	Average	
83-86	B	3.0	5	Poor	
80-82	B-	2.7	4	Failing	
77-79	C+	2.3	3		
73-76	C	2.0	2.5		
70-72	C-	1.7	2		
67-69	D+	1.3	1.5		
65-66	D	1.0	1		
Below 65	F	0.0-1.0	0		

To pass a subject it is necessary to achieve at least 5 points in the Spanish Grade and 80% of course assistance.

TRANSFER OF CREDIT POLICY

DEFINITION OF TRANSFER OF CREDIT POLICY

The programs offered by ISDI do not accept credits from other institutions. If an ISDI student wishes to transfer credits earned at ISDI to another institution, the acceptance of the credits is left to the discretion of the receiving institution.

SATISFACTORY ACADEMIC PROGRESS (SAP)

DEFINITION OF SATISFACTORY ACADEMIC PROGRESS

Each student enrolled must demonstrate that they are making progress toward the completion of their chosen program of study. If a student fails to achieve this, they will not meet the standard of "Satisfactory Academic Progress" or "SAP." In this case, scholarship eligibility can be affected, when applicable, and they may face academic probation and/or termination from the program of study.

The satisfactory academic progress has both qualitative and quantitative aspects which are detailed below. Each program manager is also the SAP administrator, meaning they are responsible for implementing and monitoring satisfactory academic progress of students.

QUALITATIVE CRITERIA FOR SATISFACTORY ACADEMIC PROGRESS

To make satisfactory academic progress under the qualitative criteria, the student must comply with the following two requirements:

1. Demonstrate a minimum overall cumulative grade point average of 6 (3.2 US system) at the end of the student's second cohort and each subsequent term thereafter.
2. Demonstrate successful completion of the required percentage of the total cumulative credit hours he or she has attempted in the program of study.

To maintain satisfactory academic progress, a student must establish and maintain at least a 5 (3.0 US system) overall cumulative grade point average by the end of the student's second term as well as all subsequent terms. Also, the student must complete the required percentage of coursework assigned.

Any student who fails to maintain satisfactory academic progress must meet with the academic director and will be placed on academic probation during the following cohort. At the end of this period, if the student

completes the required percentage of coursework and earns a “B” or above in this probationary cohort, complies with the necessary credit hours, and the overall cumulative GPA amounts to 5 (3.0 US system) or higher, they will be removed from academic probation.

	Minimum Overall Cumulative GPA Graduate	Required percentage of completion of coursework attempted:
Interval I: End of the second term:	5 (3.0 US system)	80%
Interval II: End of the student’s third and any subsequent term:	5 (3.0 US system)	80%
Interval III: The total maximum for completion as time frame described under "Quantitative Criteria" below.	5 (3.0 US system)	80%

CALCULATION OF THE CREDIT HOUR COMPLETION PERCENTAGE

The Credit Hour completion ratio or percentage is calculated by dividing the total number of Credit Hours successfully completed by the student in his or her program by the total number of Credit Hours attempted by the student. For the purposes of calculation, Credit Hours attempted by the student include:

- A. all courses taken while the student is enrolled in his or her program of study or
- B. a different program of study, if:
 1. The subject matter of a course or courses in that different program of study is substantially the same as a course in his or her current program of study, or

2. If a course or courses count toward the satisfaction of any of the coursework requirement in the current program

CONDITIONS THAT MAY RESULT IN PROBATION OR TERMINATION

The following describes the conditions under which a student may be placed on probation or terminated completely from a program of study:

1. Termination automatically applies to any student not making satisfactory academic progress at the end of each cohort unless the student appeals the determination in writing to the academic director. The academic director may grant the student's appeal if all the requirements specified under the Academic Probation section are met. If the appeal is granted, the student will be placed on probation during the student's next cohort of attendance. Such action is not automatic, but at the discretion of the Institution.
2. At the end of the following cohort, if the student is not making satisfactory academic progress, he or she will be terminated from his or her program of study.

CALCULATION OF OVERALL CUMULATIVE GRADE POINT AVERAGE

The calculation of a student's overall GPA in his or her program of study will include the following:

- The grade or grades earned by the student during each course in which he or she was enrolled in the program of study at the Institution.
- The grade or grades earned by the student during which he or she was enrolled in a different program of study at the Institution.
- If the course or the content matter of any course taken in another program of study is substantially the same as a course in the student's current program of study, that course will satisfy the coursework requirement of his or her current program of study.

QUANTITATIVE CRITERIA FOR SATISFACTORY ACADEMIC PROGRESS

All students must maintain a satisfactory overall GPA and successfully complete a minimum percentage of

credit hours (80%) each academic term. Additionally, programs must be completed within a maximum time frame.

The maximum time frame for the completion of any program is 1.5 times the credit hours designated to it. Failure to comply with established time frames constitutes grounds for termination from the program, as the student is not meeting satisfactory academic progress.

The calculation of the maximum time frame for completion includes all courses taken while the student is enrolled in his or her program of study or a different program of study, if the subject matter of a course or courses in that different program of study is substantially the same as a course in his or her current program of study, or if a course or courses count toward the satisfaction of any of the coursework requirement in the current program.

MAXIMUM TIME FRAME FOR SATISFACTORY ACADEMIC PROGRESS

	Program	Credential	Program / Credit Hours	Maximum Time Frame Per Program (MTF)
1	<i>Internet Business MIB</i>	Master	45	67.5
2	<i>Digital Business Administration DMBA</i>	Master	45	67.5
3	<i>Global Executive Digital Business GXMDB</i>	Master	45	67.5
4	<i>Marketing Automation MMA</i>	Master	45	67.5
5	<i>Data Analytics MDA</i>	Master	45	67.5
6	<i>Internet Business MIBO</i>	Master	45	67.5

ACADEMIC PROBATION

All students enrolled must demonstrate that they are making satisfactory academic progress toward the completion of their chosen program of study. The criteria that each student must meet to qualify as making "Satisfactory Academic Progress" are defined below. A student who is failing to meet this criterion at any point outlined below will not meet the standard of "Satisfactory Academic Progress". Any of two actions may

be applied if a student is not making Satisfactory Academic Progress.

These are as follows: academic probation and/or termination from the program of study. The definition of Satisfactory Academic Progress has both qualitative and quantitative criteria that must be met. The student must meet both of these sets of criteria to make Satisfactory Academic Progress. Unmet satisfactory academic progress also affects scholarship eligibility.

INCOMPLETE GRADE IN A COURSE

A student must receive an A or B to successfully complete a course. If they are graded with anything below this minimum requirement, or are graded with an "I" (Incomplete), the student must make the necessary improvements to their work within the immediate following cohort at the latest, otherwise the final course grade will be an F. It is the students responsibility to follow up with the instructor for these amendments.

REPEATED COURSES

A student may repeat a course to improve the overall cumulative grade point average. If a student has an "F" and repeats the course and receives a better grade, for example an "A," then only the "A" is counted in the calculation of the cumulative grade point average. Credit hours completed for a second time are counted in lieu of those earned for the initial attempt.

Though both attempts remain part of the student's permanent record, the cumulative grade point average will reflect only the grade earned on the second attempt.

A student who earns an "F" in any course included in his or her program of study must repeat that course and complete it successfully before taking any course with respect to which the failed course is a prerequisite and, in any case, before graduation.

A student who has successfully completed a course but wishes to improve the grade received in the course, may also repeat the course. If the course is repeated, the grade earned for the last time the course is taken replaces the previous grade when the overall GPA is calculated. All grades for all courses attempted will, however, remain on the student's transcript.

CHANGE OF PROGRAM

Students who contemplate a change from one program to another should discuss this possibility with the academic director to determine the effect such a change would make on the student's satisfactory academic progress. This institution defines satisfactory academic progress as completion of the total program in no more than 1.5 times the number of credits hours designated to it. If a student decides to change to another program, only the credit hours that are common to both programs may be accepted toward the new program.

ADDITIONAL PROGRAM

Students who wish to enroll in an additional program must re-apply for admission. Upon acceptance, completed courses which coincide with the new program will be transferred. A student may only transfer courses with a final grade of "B" or higher. Credit hours completed and grades earned in the student's new program of study will count towards determining satisfactory academic progress.

WITHDRAWAL FROM A COURSE

Students may withdraw from a course. If the student withdraws, they will receive an "I" (Incomplete) grade in the course, which will appear on the student transcript. Their GPA is not affected.

*Financial Obligations for withdrawing from a course are stated in the Refund Policy.

READMISSION AFTER SUSPENSION FOR UNSATISFACTORY ACADEMIC PROGRESS

If the student was not making satisfactory academic progress as of the last cohort and subsequently suspended, they may put forth an appeal in writing addressed to the academic director formally requesting readmittance (as provided below in the Appeal section). In this case the academic director will consider mitigating circumstances concerning this appeal, and if granted at his or her discretion, the student will be placed on academic probation during the next cohort of attendance.

If the student is given permission for readmission, the student must agree in writing to the terms for readmission outlined by the institution and must execute a new Enrollment Agreement. The student must also pay all current tuition, fees, and any other costs associated with the program.

APPEALING A DETERMINATION OF UNSATISFACTORY PROGRESS

If it is determined that a student is failing to make satisfactory academic progress in his or her program of study, the student may appeal the determination in writing to the Academic Director.

The student's appeal must provide details concerning the circumstances affecting the student's academic progress (such as serious illness or injury befalling the student, the death of a close relative of the student, or any other special circumstances) that may influence the institution's decision to terminate or not to readmit the student into his or her program of study.

The Academic Director will consider the appeal to determine whether the special circumstances explained in the student's written appeal are mitigating circumstances that will allow the student to remain enrolled in or readmitted to his or her program of study despite the student's failure to conform to the requirements of Satisfactory Academic Progress.

The determination of the student's appeal will be made at the discretion of the Academic Director in conformity with the principles and standards described in this catalog and will be final and binding on the student. If the Academic Director decides in favor of the student's appeal, the student will be placed on academic probation during the student's next cohort of attendance in a program of study.

PROCEDURE FOR GRADE APPEALS

Grade appeals made by students must be addressed to the "Grades Committee," a review panel consisting of the academic director and two instructors, whose purpose is to review these cases based on internal criteria which is forthwith made public. The committee members are selected for each cohort by the academic director and approved by the president, however the course instructor is the only person who may make a grade change, notifying the Registration Department when and if the change is made. Students must provide a written copy of all petitions to the faculty.

Any challenge to a course grade, comprehensive examination, or other graduation requirements will be considered only when the student alleges that the grade received does not reflect appropriate academic criteria, that is, achievement and proficiency in the subject matter as stated in the course syllabus.

A student who deems it appropriate to challenge a grade will proceed as follows:

- If the appeal applies to a course grade, the student will first discuss the matter with the course instructor in an effort to resolve the grievance informally.
- If the grievance is not settled, the student may then file the Grade Appeal Form with the academic director.
- The form must be filed no later than ninety (90) calendar days after the date on which the grade was due in the Registration Department.
- The academic director will make an informal investigation, hearing both the student and the instructor, and attempt an informal reconciliation.
- The academic director will render a decision within thirty (30) calendar days and inform the student and instructor in writing.
- If the student wishes to appeal the decision of the academic director, he or she may request that the Grades Committee investigate the decision.
- The Grades Committee will make a formal investigation, hearing both the student and instructor.
- The Committee will reach a decision within thirty (30) calendar days and notify the student, the instructor, and the director in writing.
- The decision will be either that the grade will stand or that the faculty member will change the grade as recommended by the Grades Committee.
- The student and/or the faculty member may appeal the decision of the Grades Committee to the academic director no later than five (5) working days after the Committee's decision.
- The academic director's decision shall be final.

VIRTUAL CAMPUS

ISDI uses Canvas as a learning platform that is adapted to our learning methodology and administrative needs. This tool allows us to manage our online and blended programs and to incorporate a digital medium into our on-site programs. We bring together content, classes, students, and teachers for a successful learning experience.

The virtual campus is more than a simple learning management system; it facilitates teaching and learning through content sharing, virtual classes, communication, grades, forums, and so on. It has a clean, intuitive interface and integration, with easy-to-use tools for greater engagement and collaboration.

LIBRARY

ISDI's library service combines physical and electronic learning resources, meeting students' needs across our different campuses. Our library facilitates both professional and personal development by fostering students' intellectual growth.

The services provided include:

- Reference materials with content specific to subjects covered in each of our programs.
- Reference materials with general content which foster intellectual curiosity and provide a perspective beyond specific areas of technical knowledge.
- Access to the online resources offered by the Library and Information Resources Network (LIRN) via ProQuest, available to both online and on-site students.
- Catalog of technical documents prepared by teachers for teaching sessions.
- Facilities that allow for individual or group work on academic tasks.
- Unlimited access to library resources.
- User-friendly environment.
- E-Book lending.
- Assistance in finding information

REQUIREMENTS FOR OBTAINING A MASTER'S DEGREE

To obtain a master's degree at ISDI, students must meet the following requirements:

● ACADEMIC REQUIREMENTS

- Complete all courses in the master's program.
- Attend more than 80% of the scheduled sessions for each course.
- Pass all course assessment tests.
- Complete the hard and soft skills pre and post assessment
- Successfully complete the master's Backbone Project, including the corresponding tests, advisor meetings, final presentation before a committee and a written thesis.
- Not commit any serious offenses, or multiple minor offenses, in accordance with the institution's disciplinary code.

● ADMINISTRATIVE REQUIREMENTS

- Meet all financial obligations of the program.
- Compliance with the institution's conditions and confidentiality terms so as to ensure the successful development of the program.
- Submit all required documentation for participation in the master's program.

SOCIAL ACTIVITIES AND NETWORKING

Life at ISDI is not limited to the classroom. Each program has been designed to create a social network for everyone involved. These networks aim to encourage personal and professional relationships between students, alumni, teachers, administrators, and professionals in a community of collaboration that revolves around the following values:

- Intellectual exchange.

- Leveraging of professional opportunities.
- Creation of business ventures.
- Strengthening personal connections.
- Friendship.

To that end, ISDI offers a space for alumni to continue growing after graduation. Access to this service requires students to provide some basic personal information.

GRADUATION CEREMONY

Upon completion of each master’s program, a formal ceremony will be held where students will receive a physical degree accrediting their participation in the ISDI master’s program. The ceremony will provide an overview of the program content and will be hosted by a leader in a relevant sector. Attendance is not mandatory, and any costs associated with attendance are assumed by students.

TUITION AND FEES

Two payment options are available for all ISDI programs. The student can choose between paying the total tuition in full or installment payments. Both payment options include a reservation fee.

PROGRAM	PAYMENT IN FULL			PAYMENT IN INSTALLMENTS				
	RESERVATION FEE	BEFORE THE START OF THE COURSE	TOTAL	RESERVATION FEE	1st INSTALLMENT	2nd INSTALLMENT	3rd INSTALLMENT	TOTAL
MIB	2.950 €	23.400 €	26.350 €	2.950 €	8.667 €	8.667 €	8.667 €	28.950 €
OMIB	2.45 €	17.145 €	19.595 €	2.45 €	9.525 €	9.525 €		21.500 €
DMBA	1.450 €	22.050 €	23.500 €	1.450 €	8.167 €	8.167 €	8.167 €	25.950 €
GXMDB	3.000 €	30.465 €	33.465 €	3.000 €	11.283 €	11.283 €	11.283 €	36.850 €
MDA	1.850 €	14.985 €	16.835 €	1.850 €	8.325 €	8.325 €		18.500 €
MMA	1.850 €	14.985 €	16.835 €	1.850 €	8.325 €	8.325 €	-	18.500 €

STUDENT INSURANCE

Students benefit from accident insurance provided by AXA Seguros. Incidents that occur during any scheduled activity of the master's program are covered in line with the following coverage limits:

- Accidental Death: €6,000
- Partial Disability: €6,000
- Total Disability: €6,000
- Healthcare: €600

REFUND POLICY

Students are awarded a spot in the different ISDI master's programs based on strict order of enrollment. Accordingly, it is possible for a student to be left without a spot despite enrolling within the established enrollment period.

In the event that a student has satisfied the reservation and tuition fees, yet decides to cancel the agreement for any reason, unless otherwise provided for in the Enrollment Agreement, the amounts will only and exclusively be refunded when requested prior to the start of the program. In this case, the Student must send a letter to study@isdi.education indicating the reasons why he or she wishes to withdraw.

FINANCIAL ASSISTANCE

Thanks to the agreements signed by ISDI with Banco Sabadell and Nemuru, many of our students have access to student loans, which provide financing through attractive terms and conditions.

The Admissions Office is here to help and support you through the loan process by helping you assess and understand the different financing options that exist. Please take into account that all final decisions regarding loan applications are made by the bank in question. Thus, we highly recommend that candidates submit their loan application with enough time to make further adjustments and/or seek out alternatives if necessary. For more information regarding the specific agreements, please contact study@isdi.education

SCHOLARSHIPS & FUNDING

Studying at ISDI is an investment of time and money, and it is essential that aspiring students plan for this

accordingly beforehand. We offer a range of financial aid options and funding plans to students who have already been admitted to our programs in order to help them get their studies underway.

We have a variety of options available so that students can make the funding decision that best fits their needs.

ISDI PAYMENT PLANS

Once a student is admitted to ISDI, an initial payment must be made to reserve their place and enrol in the program. Subsequent payments can be made in one of the following ways:

- **Cash payment: a one-time payment of the total cost before classes begin.**
- **Installments: regular payments over the course of the program at established intervals. If this option is chosen, students will not be charged any additional amount or interest**

LOANS

Thanks to agreements we have with Banco Sabadell and Nemuru, our students can take out a loan with favorable financing terms.

Any final decision on loan applications must be relayed to the issuing bank itself. Therefore, we recommend that applicants apply with enough time to make any changes and/or look for alternative payment options if necessary.

COLLABORATION AGREEMENTS WITH BUSINESSES

ISDI works with a large number of companies that support their employees' development in the fields of business and digital transformation. Our Admissions Department will let you know if we have an agreement with your company so that you can benefit from this arrangement. If not, we can work to establish an agreement once you have been enrolled at ISDI.

We can also give you more information about some options that corporations and businesses offer. These include **flexible compensation plans or subsidies through FUNDAE (the State Foundation for Employment Training in Spain)**.

SCHOLARSHIPS

1. What are scholarships?

ISDI has a scholarship program aimed at supporting and promoting the inclusion of anyone who wishes to be part of the digital ecosystem around us. The scholarship program also works to help society and companies alike advance on their digital transformation journeys. Every applicant who has been admitted to one of our educational programs may apply for a scholarship from ISDI.

We evaluate each application to understand the personal needs of everyone who has applied for a scholarship and help find the option that is best for each person.

This is all made possible thanks to ISDI's reinvestment of part of its profits into the scholarship program.

2. Types of Scholarships and General Requirements for Scholarship Applications

- **Women in Tech**

We want to continue supporting women in leadership and upper management roles. These scholarships apply to the MDA and MMA programs. In order to consider your application for the Women in Tech scholarship, we'll ask you to show us that you've led a digitization, innovation, and/or technology-related project.

In order to apply, you must provide the following:

- A photocopy of your DNI (Spanish National ID) or Passport
- Official academic certificates/transcripts
- CV/Résumé or link to LinkedIn profile
- Income Tax Declaration ("Declaración de la Renta" in Spain)
- Cover letter: The cover letter must explain who you are, your background, your motivation and your personal and professional goals
-

- **Green and Social**

This is ISDI's most renowned scholarship. If you have participated in an ecological, environmental sustainability project, NGO, or social-impact project, this scholarship is for you. Tell us about the projects you have participated in and how they have impacted society. Candidates with financial needs will have priority.

In order to apply, you must provide the following:

- A photocopy of your DNI (Spanish National ID) or Passport
- Official academic certificates/transcripts

- CV/Résumé or link to LinkedIn profile
- Income Tax Declaration (“Declaración de la Renta” in Spain)
- Cover letter: The cover letter must explain who you are, your background, your motivation and your personal and professional goals

- **Professional or Academic Excellence**

For this scholarship, we look for candidates who stand out due to their professional or academic accomplishments. Send us a certificate of your higher education studies or the awards, achievements and projects that you have received or worked on. In order to be eligible for this scholarship, you must have a GPA equivalent to at least a 9.5 on the Spanish grading scale.

In order to apply, you must provide the following:

- A photocopy of your DNI (Spanish National ID) or Passport
- Official academic certificates/transcripts
 - CV/Résumé or link to LinkedIn profile
 - Income Tax Declaration (“Declaración de la Renta” in Spain)
 - Cover letter: The cover letter must explain who you are, your background, your motivation and your personal and professional goals

- **Diversity**

At ISDI, we support diversity. We believe that bringing together a range of perspectives and people of different cultures and nationalities makes for a more enriching classroom experience. Students from diverse backgrounds should apply for the Diversity Scholarship.

In order to apply, you must provide the following:

- A photocopy of your DNI (Spanish National ID) or Passport
- Official academic certificates/transcripts
- CV/Résumé or link to LinkedIn profile
- Income Tax Declaration (“Declaración de la Renta” in Spain)
- Cover letter: The cover letter must explain who you are, your background, your motivation and your personal and professional goals

- **Entrepreneur/Self-employed**

Candidates must show that they have participated in launching and/or creating an entrepreneurial project, or otherwise show their entrepreneurial and creative spirit and innovative business ideas. If you’re self-employed, we’ll ask you to provide official proof of your employment status.

In order to apply, you must provide the following:

- A photocopy of your DNI (Spanish National ID) or Passport
- Official academic certificates/transcripts
- CV/Résumé or link to LinkedIn profile
- Income Tax Declaration (“Declaración de la Renta” in Spain)
- Cover letter: The cover letter must explain who you are, your background, your motivation and your personal and professional goals
- Employment verification document

- **Unemployment**

If you are unemployed or in a ERTE (**Expediente Temporal de Regulación de Empleo**) only if you live in Spain, you may apply for this scholarship. We'll ask you to provide proof that you are looking for work.

In order to apply, you must provide the following:

- A photocopy of your DNI (Spanish National ID) or Passport
- Official academic certificates/transcripts
- CV/Résumé or link to LinkedIn profile
- Income Tax Declaration (“Declaración de la Renta” in Spain)
- Cover letter: The cover letter must explain who you are, your background, your motivation and your personal and professional goals
- Employment verification document

- **Financial Assistance**

This scholarship is for people who have limited economic resources. If this is your case, send us the following: Tax information (your IRPF, if you live in Spain), including the tax deductions you're entitled to (e.g. expenses or family allowance), as well as payslips and/or your employment contract.

- A photocopy of your DNI (Spanish National ID) or Passport
- Official academic certificates/transcripts
- CV/Résumé or link to LinkedIn profile
- Income Tax Declaration (“Declaración de la Renta” in Spain)
- Cover letter: The cover letter must explain who you are, your background, your motivation and your personal and professional goals
- Payslip and/or employment contract

3. Application Process

- You must have already been admitted to ISDI.
- Fill out the online application.
- Submit the paperwork that shows you meet the scholarship requirements. Incomplete

applications will not be accepted.

- The ISDI Finance Committee will consider your application and make a final decision. The Finance Committee is made up of the following members: President, CEO, General Director, Academic Director, CFO, and the ISDI Director of Admissions.
- Within 10 days of submitting your application, the Finance Committee will inform you whether you have been awarded a scholarship. If so, you will receive the following information:
 - The percentage of the total fees the scholarship will cover.
 - The dates for which the scholarship is valid.
 - Next steps in order to confirm your placement

4. Remember...

- The scholarship may not be used in addition to any other award or subsidy
- If you are awarded a scholarship, you must use it within the established time period
- ISDI offers a limited number of scholarships
- You must include all of the required documents in your application
- The percentage of the total fees that the scholarship covers will be determined on a case-by-case basis
- The financial aid you receive will be applied to the last installment if you choose the pay-by-installment payment option

Please reach out to the Admissions Department if you have any questions

study@isdi.education

900 814 144

ALUMNI SERVICES

Once students have completed their studies at ISDI, they join the alumni community. Membership is free and includes access to various services, including:

- **Talent services:** This service includes a job board and professional coaching. The job board is a tailored space where alumni can find offers from high-level companies with positions relevant to their needs. Each post communicates the job description, requirements for the position, additional relevant information, and the company's contact details. In all cases, the recruiting company is responsible for selecting the candidates, with no intervention on behalf of ISDI. This service, which is free for both ISDI students and businesses, will be available to graduates who have successfully concluded their enrollment in an ISDI master's program. ISDI absolutely does not guarantee the existence of job offers on the job board, nor can it be held responsible for relations of a professional, commercial, or any other nature that may be established between the students and the companies as a result of the offers shown on the job board. Here, the institution is simply acting as a vehicle for contact between companies and professionals.
- **Continuing education workshops:** These seminars and courses focus on specific topics and areas that are undergoing constant change as new techniques, tools, and practices arise. Every year, a calendar of workshops and seminars will be made public, listing the expert speakers who will talk to alumni about various complex subjects.
- **Support for entrepreneurs:** This service supports entrepreneurial initiatives for alumni who want to start their own businesses. The goal with this endeavor is to aid students in developing their projects as well as procuring external investment. However ISDI cannot be considered as a financial partner for these projects either directly or indirectly.

ACADEMIC CALENDAR

PROGRAM	START DATE	END DATE	WINTER BREAK	SPRING BREAK	SUMMER BREAK	BANK HOLYDAYS
MIB A	Oct 5, 2020	Jun 21, 2021	Dec 20, 2020 - Jan 6, 2021	Mar 26, 2021 - Apr 4, 2021	—	Oct 12 Nov 2 Nov 9 Dec 7 8 Dec
MIB B	Oct 2, 2020	Jun 19, 2021	Dec 20, 2020 - Jan 6, 2021	Apr 3 - 13, 2021	—	Dec 3 - 4 Mar 26 - 27 Apr 2 - 3 May 1 May 14 - 15
MIB C	N/A	N/A	N/A	Mar 26, 2020 - Apr 4, 2021	N/A	N/A
OMIB	Oct 12, 2020	Jul 15, 2021	—	—	—	—
MMA	Nov 5, 2020	Jul 15, 2021	Dec 20th 202 - Jan 6th 2021	Mar 26, 2021 - Apr 4, 2021	—	Nov 9, 2020 Dec 7, 2020 Dec 8, 2020 Mar 19, 2021 May 1, 2021 May 14, 2021 May 15, 2021
MDA	Jan 18, 2021	Nov 18, 2021	—	Mar 26, 2021 - Apr 4, 2021	Jul 22, 2021 - Sep 3, 2021	Mar 19, 2021 May 1, 2021 May 14, 2021 May 15, 2021 Oct 12, 2021 Nov 1, 2021 Nov 9, 2021 Dec 6, 2021 Dec 8, 2021
DMBA	Sep 24, 2020	Jul 22, 2021	Dec 18th 2019 - Jan 3rd 2020	Mar 26, 2021 - Apr 3, 2021	—	Oct 12, 2020 Nov 2, 2020 Nov 9, 2020 Dic 7, 2020 Dec 8, 2020 Jan 6, 2021 May 3, 2021
GXMDB	Feb 15, 2021	Nov 19, 2021	-----	Mar 26, 2021 - Apr 3, 2021	Aug 1 – 31, 2021	May 3, 2021 Oct 12, 2021 Nov 1, 2021 Nov 9, 2021

ACADEMIC PROGRAMS

MASTER IN INTERNET BUSINESS (MIB)

- Program duration: 45 credits in nine months.
- Degree: Master in Internet Business.
- Program objectives: The Master in Internet Business (MIB) aims to prepare professionals for a career in the digital departments of companies and organizations that conduct business activities online. This includes the management and organization of areas related to “internet business,” as well as entrepreneurship via digital initiatives.
- Graduate profile: Over the course of this program, students will ultimately develop the skills and capacity to:
 - Create business plans based on market-oriented technologies.
 - Develop digital marketing strategies and campaigns.
 - Incorporate digital practices into business operations in the offline environment.
 - Analyze and describe customer journeys—from customer awareness to digital purchasing of goods and services.
 - Analyze a company’s digital identity and social media campaigns.
 - Formulate content strategies.
 - Devise search engine marketing campaigns and SEO and SEM strategies.
 - Analyze and monitor digital business metrics.
 - Develop e-commerce strategies.
- Curriculum:

SEMESTER	CODE	COURSE TITLE	PREREQUISITES	CREDITS
1	MIB5001	STRATEGY	N/A	4
1	MIB5002	INNOVATION	STRATEGY	1

1	MIB5003	TECHNOLOGY	INNOVATION	4
1	MIB5004	DESIGN	TECHNOLOGY	4
1	MIB5005	SALES	DESIGN	4
2	MIB5006	CONTENT	SALES	4.5
2	MIB5007	ADVERTISING	CONTENT	6.5
2	MIB5008	DATA	ADVERTISING	4
2	MIB5009	TRANSFORMATION	DATA	6
1/2	MIB5010	BACKBONE PROJECT	N/A	7[1]

- Students are required to make an oral presentation of the Backbone Project. This presentation must be accompanied by a formal deck, which is in itself the end of the master's project or "Thesis", an essential requirement for passing the program.

ONLINE MASTER IN INTERNET BUSINESS (OMIB)

Distance Education

- Program duration: 45 credits in nine months.
- Degree: Online Master in Internet Business.
- Program objectives: The Online Master in Internet Business (OMIB) aims to prepare professionals for a career in the digital departments of companies and organizations that conduct business activities online. This includes the management and organization of areas related to internet business, as well as entrepreneurship via digital initiatives.
- Graduate profile: Over the course of this program, students will develop the skills and competencies to:
 - Create business plans based on market-oriented technologies.
 - Develop digital marketing strategies and campaigns.
 - Incorporate digital practices into business operations in the offline environment.
 - Analyze and describe customer journeys—from customer awareness to digital purchasing of goods and services.
 - Analyze a company’s digital identity and social media campaigns.
 - Formulate content strategies.
 - Devise search engine marketing campaigns and SEO and SEM strategies.
 - Analyze and monitor digital business metrics.
 - Develop e-commerce strategies.
- Curriculum:

SEMESTER	CODE	COURSE TITLE	PREREQUISITES	CREDITS
1	OMIB5001	STRATEGY	N/A	4
1	OMIB5002	INNOVATION	STRATEGY	1
1	OMIB5003	TECHNOLOGY	INNOVATION	4

1	OMIB5004	DESIGN	TECHNOLOGY	4
1	OMIB5005	SALES	DESIGN	4
2	OMIB5006	CONTENT	SALES	4.5
2	OMIB5007	ADVERTISING	CONTENT	6.5
2	OMIB5008	DATA	ADVERTISING	4
2	OMIB5009	TRANSFORMATION	DATA	6
1/2	OMIB5010	BACKBONE PROJECT	N/A	7

- Students are required to make an oral presentation of the Backbone Project. This presentation must be accompanied by a formal deck, which is in itself the end of the master's project or "Thesis", an essential requirement for passing the program.

GLOBAL EXECUTIVE MASTER IN DIGITAL BUSINESS (GXMDB)

Distance Education

- Program duration: 45 credits in nine months.
- Degree: Global Executive Master in Digital Business.
- Program objectives: The Global Executive Master in Digital Business (GXMDB) aims to prepare professionals to manage companies and organizations in the digital environment. Graduates will be able to devise strategic approaches and carry out their operational implementation in different areas that could be enhanced by these technological developments.
- Graduate profile: Over the course of this program, students will develop the skills and competencies to:
 - Devise tech-based strategic plans.
 - Design business models based on the new possibilities created by the digital environment.
 - Expand organizations by incorporating technology into their operations.
 - Incorporate technological systems into business operations.
 - Develop a digital-based culture.
 - Analyze and make decisions based on digital metrics.
 - Devise and apply business plans.
 - Manage digital teams.
- Curriculum:

SEMESTER	CODE	COURSE TITLE	PREREQUISITES	CREDITS
1	GXMDB5000	PROGRAM INTRODUCTION	N/A	1.5
1	GXMDB5001	METHODOLOGIES FOR INNOVATION	PROGRAM INTRODUCTION	5.5
1	GXMDB5002	DIGITAL VISION	METHODOLOGIES FOR INNOVATION	2.5
1	GXMDB5003	BUSINESS TECHNOLOGY	DIGITAL VISION	9.5
2	GXMDB5004	GO TO MARKET	BUSINESS TECHNOLOGY	18
1/2	GXMDB5005	BACKBONE PROJECT	N/A	8

- Students are required to make an oral presentation of the Backbone Project. This presentation must be accompanied by a formal deck, which is in itself the end of the master's project or "Thesis", an essential requirement for passing the program.

DIGITAL MASTER IN BUSINESS ADMINISTRATION (DMBA)

- Program duration: 45 credits in nine months.
- Degree: Digital MBA.
- Program objectives: The Digital MBA (DMBA) aims to prepare professionals for a career in management and operations in the digital domains of large and medium-sized businesses. Graduates will be equipped with a holistic understanding of business operations and technological perspective. The program focuses especially on developing leadership skills and applying methodologies that encourage innovation.
- Graduate profile: Over the course of this program, students will develop the skills and competencies to:
 - Develop business plans.
 - Devise digital projects.
 - Understand and analyze clients using technological devices.
 - Create advertising campaigns to generate consumer demand for digital devices and practices.
 - Integrate into teams in digital environments.
 - Manage teams and projects.
- Curriculum:

SEMESTER	CODE	COURSE TITLE	PREREQUISITES	CREDITS
1	DMBA5001	AGILE METHODOLOGIES & INNOVATION	N/A	2
1	DMBA5002	DIGITAL BUSINESS FRAMEWORK	AGILE METHODOLOGIES & INNOVATION	9.5
2	DMBA5003	DIGITAL TECHNOLOGY FOUNDATION	DIGITAL BUSINESS FRAMEWORK	7
2	DMBA5004	DIGITAL BUSINESS EXECUTION	DIGITAL TECHNOLOGY FOUNDATION	19
2	DMBA5005	LEADERSHIP IN THE DIGITAL ERA	DIGITAL TECHNOLOGY EXECUTION	3
1/2	DMBA5006	BACKBONE PROJECT	N/A	5

- Students are required to make an oral presentation of the Backbone Project. This presentation must be accompanied by a formal deck, which is in itself the end of the master's project or "Thesis", an essential requirement for passing the program.

MASTER IN DATA ANALYTICS (MDA)

- Program duration: 45 credits in nine months.
- Degree: Master in Data Analytics.
- Program objectives: The Master in Data Analytics aims to prepare professionals for a career in data analysis related to digital business and technology. In this way, they can deepen their understanding of clients, develop action plans and make decisions based on data and analytics.
- Graduate profile: Over the course of this program, students will develop the skills and competencies to:
 - Analyze data related to business and operations.
 - Create visual representations of data for analysis and decision-making.
 - Formulate hypotheses based on the analysis of activities.
 - Master data analysis and management tools (Google Analytics, RStudio, Cloud Computing, etc).
- Curriculum:

SEMESTER	CODE	COURSE TITLE	PREREQUISITES	CREDITS
1	MDA5000	LEVELING COURSE	N/A	3.5
1	MDA5001	DATA DRIVEN ECONOMY	LEVELING COURSE	1.5
1	MDA5002	DATA MANAGEMENT	DATA DRIVEN ECONOMY	3
1	MDA5003	DATA BASED PROJECT	DATA MANAGEMENT	1
1	MDA5004	BIG DATA TECHNOLOGY	DATA BASED PROJECT	2.5
1	MDA5005	DATA ANALYTICS	BIG DATA TECHNOLOGY	5
2	MDA5006	ADVANCED DATA ANALYTICS	DATA ANALYTICS	3.5
2	MDA5007	VISUALIZATION	ADVANCED DATA ANALYTICS	4
2	MDA5008	DATA IN REAL LIFE	VISUALIZATION	3.5

2	MDA5009	CERTIFICATIONS	N/A	5
2	MDA5010	DATA IN USE	N/A	4
1/2	MDA5011	BACKBONE PROJECT	N/A	8.5

- Students are required to make an oral presentation of the Backbone Project. This presentation must be accompanied by a formal deck, which is in itself the end of the master's project or "Thesis", an essential requirement for passing the program.

MASTER IN MARKETING AUTOMATION (MMA)

- Program duration: 45 credits in nine months.
- Degree: Master in Marketing Automation.
- Program objectives The Master in Marketing Automation aims to prepare professionals for tech-related marketing roles. Students are trained to process data, devise campaigns and initiatives and conduct customer analysis. The program’s technological basis hinges on the use of advanced tools like Salesforce, which can be applied to various elements of business-oriented digital marketing and incorporated into the management of marketing projects. The program also makes use of technological tools that assist in client relations.
- Graduate profile: Over the course of this program, students will develop the skills and competencies to:
 - Provide CRM advice (Salesforce).
 - Conduct CRM analysis.
 - Produce data-based marketing campaigns.
 - Provide digital marketing advice.
 - Manage projects using data and technological devices.
 - Handle the administration of marketing and sales platforms.
 - Manage CRM platforms (Salesforce).
 - Conduct CRM analysis and management.
- Curriculum:

SEMESTER	CODE	COURSE TITLE	PREREQUISITE	CREDITS
1	MMA5001	DATA DRIVEN MARKETING	N/A	1.5
1	MMA5002	DATA MANAGEMENT	GOOGLE ANALYTICS	3
2	MMA5003	MARKETING STRATEGY KPIs & METRICS	ADMIN & EEB CERTIFICATION	3.5
2	MMA5004	MARKETING TECHNOLOGY	PARDOT & JOURNEY BUILDER CERTIFICATION	4.5

2	MMA5005	MARKETING AUTOMATION & CHANNELS	PARDOT & JOURNEY BUILDER CERTIFICATION	8
1	MMA5006	TECHNOLOGY: PRODUCT & SERVICES	MARKETING CHANNELS	2.5
2	MMA5007	PROJECT MANAGEMENT & TALENT	MARKETING CONSULTANT CERTIFICATION	3
2	MMA5008	CERTIFICATIONS	N/A	13
1/2	MMA5009	BACKBONE PROJECT	N/A	6

- Students are required to make an oral presentation of the Backbone Project. This presentation must be accompanied by a formal deck, which is in itself the end of the master's project or “Thesis”, an essential requirement for passing the program.

DISTANCE EDUCATION

MODES OF DELIVERY USED FOR DISTANCE EDUCATION

ISDI's standard mode of delivery for distance education is via Canvas Instructure (ISDI's virtual campus). This LMS (Learning Management System) is a comprehensive platform that integrates all components of student learning and training at ISDI.

The virtual campus is designed and built for current students of any ISDI program, who use it to find everything they need for a meaningful virtual learning experience.

It has the following functionalities and features:

1. Curriculum: The point of reference on the online campus for each program, providing the catalog as well as course programming. Here, you can also find the course syllabi with all the activities that the student performs during their learning journey.

2. Course: This is where the student navigates each course, and it is set up to mirror the course syllabus, allowing the student to easily follow along. Here, you have access to what content you must complete or learn, classes you must attend, tasks to be completed, and other activities. Each item is ordered chronologically and categorized, clearly defining the student's journey for each course.

3. Content: ISDI's virtual campus uses different content format types and content designs:

- PDF format: presentations used in classes, reading, and study content. These documents are hosted and linked directly on the course page within the virtual campus.

- Instructions, activities, and other content, generated by the professor, are designed in HTML in the virtual campus content editor.

- Videos and recorded classes, as well as other interactive content, are inserted in responsive HTML. This is done using the "Pages" functionality, where we build the entire content flow of a course.

4. Content is defined and organized within the virtual campus in such a way that students can easily identify their courses and effectively navigate and complete them. In addition, ISDI is able to collect data about the content consumed by students and their performance in each course on the virtual campus, which allows us to extract important insights and areas of improvement.

5. In the "Files" section of the virtual campus, we store, manage, and share course content.

6. Evaluations: In this section of the virtual campus, we can find 3 important course components:

evaluations, tasks, and the grading center. Here, we organize all tests in chronological order, allowing the students to clearly understand what is to be completed and when.

In the “tasks” section, we organize all activities, exercises, and deliverables in chronological order for each course, clearly stating how much each one is worth in terms of course grading. In the “grading center,” data is taken from the previous two sections and calculates student grades for each course. In order to assign grades and feedback for deliverables, we use the “Speed Grader” function.

7. Communications: Students have the option of activating notifications, which automatically send announcements when new tasks or activities are defined on the campus or when a new deadline is set. Students have the option to personalize their notification settings in the virtual campus.

8. Virtual classrooms: For live sessions online, we use the Collaborate Ultra platform integration in our LMS. We create virtual classrooms and virtual group work rooms that students access online.

DISTANCE EDUCATION PROGRAMS

The following programs are offered in Distance Education, e-learning format

- **GLOBAL EXECUTIVE MASTER IN DIGITAL BUSINESS (GXMDB)**
- **ONLINE MASTER IN INTERNET BUSINESS (OMIB)**

EQUIPMENT AND RESOURCES

All students must have their own computer in their possession. Besides that, they must follow the following system requirements.

ISDI System Requirements

Prior to accessing the virtual campus, check your computer to make sure that it meets the following system requirements:

Because our online campus is based on Canvas and has been designed with current web standards in mind, it works with Windows, Mac, Linux, iOS, Android, and any other device running an updated web browser. Learn more about the minimum system requirements.

1. Operating Systems

Windows 7 and newer

Mac OSX 10.10 and newer

Linux – Chrome OS

2. Web Browsers

Chrome 78 and 79
Firefox 71 and 72 (extensions are not available)
Edge 44 (Windows only)
Edge 79
Safari 12 and 13 (Macintosh only)

Safari 10 or later
Flash 30 or later (used for recording and playing audio and video and for loading files. Some of these supported browsers may still show the warning "Your browser does not meet the minimum requirements for Canvas." If your browser is up to date, but you still see this warning, try closing your session in Canvas and deleting the cookies in your browser)

3. Online Sessions

For these, we recommend only using Chrome for PC and Mac, as well as for Android and iOS mobile devices.

Other Features to Consider:

The minimum resolution recommended is 800x600 pixels, which is the average size for a notebook. If you plan to use Canvas on a smaller screen, we recommend using the mobile app version.

To properly view the course content, you must allow pop-ups in your browser, regardless of whether you are using a computer or a mobile device.

4. Additional Requirements

Internet connection speeds of 10Mbps (download speed) and 5Mbps (upload speed) or faster (a broadband connection is highly recommended).

4 GB of RAM.

Sound card with microphone and speaker (headphones with a built-in microphone are recommended).

Webcam (optional).

5. Other Features to Consider:

Screen Readers

Macintosh: Voice Over (latest version for Safari)

PC: JAWS (latest version for Firefox)

PC: NVDA (latest version for Firefox)

There is no screen reader support for Canvas in Chrome. We have a native immersive reader available in Canvas.

6. Mobile Devices

Minimum Operating System Requirements & Mobile Web Browsers

You can access Canvas from any browser on your Android/iOS device. However, mobile browsers are not supported, and features may not function as expected compared to viewing Canvas in a fully supported desktop browser.

On mobile devices, Canvas is designed to be used within Canvas mobile applications.

Canvas pages within a mobile browser are only supported when an action in the app links directly to the browser, such as when a student takes certain types of quizzes. Support is not extended to pages that cannot currently be used in the app, such as Conferences or Collaborations.

1. Access the platform using this URL for the campus in the Chrome App:

<https://isdi-education.instructure.com/>.

2. Enter your username and password as usual.

3. Work in the campus as usual.

4. To access online sessions and webinars, you need to have already installed the Bb Student App.

*Because Canvas uses small Flash elements, not all Canvas functions may be compatible with mobile devices, especially iOS devices.

7. Mobile App

Canvas by Instructure App

1. Download and install this app to access the virtual campus.

- iTunes Store (iPhone, iPad).

- Google Play (Android).

2. Use your username and password as usual

Accessing Online Sessions

Download and install the Bb Student app before attending your online session iTunes Store (iPhone, iPad) Google Play (Android).

Open the app and enter the name of the institution: ISDI.

Use your username and password as usual.

At the date and time for the session, access the virtual campus using this URL:

<https://isdi-education.instructure.com/>.

Click on the link for the online session and the app will open automatically.

CONTINGENCY PLAN

In the event that the normal progress and provision of teaching services may be affected by any event beyond the reasonable control of ISDI, it reserves the right to activate the necessary contingency protocols and, among other measures, provide the services in e-learning format synchronously or, where appropriate, postpone their provision until the end of the relevant event.

Records pertaining to students are also a safety concern at ISDI. As a precaution, ISDI relies on Salesforce, a powerful CRM software that functions on cloud storage. This technology is able to keep information stored at a remote location rather than local hard disks or disk-based storage. So, in the event of an unexpected disaster, such as an earthquake, we don't have to worry about losing sensitive student data. Cloud storage can be used to save student records, emails, files, and others. Safety also extends to protecting this sensitive data from security infiltration issues. Salesforce is a very secure platform, using a range of services such as encryption of the data in transit, two factor authentication, verification of login address, profiles, permissions and penetration tests.

For further clarification please follow this link:

<https://view.genial.ly/5e62226b45d9ae0fc6fee06f>

ANNEX 1: COURSES

MASTER IN INTERNET BUSINESS (MIB)

< STRATEGY (MIB5001) – CREDITS: 4 - PREREQUISITE: N/A > This course will offer an overview of the possibilities that the internet and the digital ecosystem create for all types of companies. Students are then introduced to the use of different tools to develop business models as well as techniques and tools for project management. Aside from this, there will be a comprehensive and eminently practical exploration of the fundamentals and tools of marketing and their application in the digital environment, understanding the evolution that the consumer has experienced and the possibilities offered by this environment, as well as in offline actions.

< INNOVATION (MIB5002) - CREDITS: 1 - PREREQUISITE: MIB5001 > This course teaches students about the most important aspects in the process of human-centered innovation. It covers three out of the four areas that we believe should be addressed in the innovation process: design research (the stage where potential problems and their solutions are explored), creative problem-solving (where solutions are provided for the challenges that arise in the exploration stage), and the evaluation of concepts using design tools and prototyping.

< TECHNOLOGY (MIB5003) - CREDITS: 4 - PREREQUISITE: MIB5002 > Technology is a crucial impetus for companies' digital transformation and plays a fundamental role in the domain of online business. Technology is the internet's driving force, but we can only turn it into a competitive advantage if we fully understand it. In this course, we will help students to understand how digital technology works and the foundations of its various elements. With these insights, students will be able to apply their knowledge to devise solid, competitive strategies. During this course, we will also discuss the concept of Blockchain; how it works, what the principles that allow us to talk about transparency and efficiency are, as well as the implications of its implementation in traditional industries. Finally, we will explore Artificial Intelligence, and, with an understanding of what it consists of, we will study its main applications such as voice recognition, learning systems, or planning and problem-solving.

< DESIGN (MIB5004) - CREDITS: 4 - PREREQUISITE: MIB5003 > In this course we will explore the process of designing an Internet service from start to finish. We will identify the basic processes of web design and the stages of definition and development that should be respected, followed and completed so that your service can go online with the highest reliability and the greatest possible appeal for users and customers, with a special focus on mobile device interfaces. Also in this course, we will take a comprehensive and eminently practical look at the fundamentals and mobile tools to understand their applications in the digital ecosystem and, in particular, how the new multi-screen and hyperconnected user has changed the way we approach this environment.

< SALES (MIB5005) - CREDITS: 4 - PREREQUISITE: MIB5004 > This course gives a general overview of sales models for electronic channels, as well as a practical and applied perspective on the main processes and activities necessary to manage a successful online sales operation. It provides all of the knowledge necessary to structure an online business, including sales, operations, purchasing, and customer service processes.

< CONTENT (MIB5006) - CREDITS: 4.5 - PREREQUISITE: MIB5005 > This course will allow the student to approach the world of online content from a conceptual and operational point of view, responding to aspects such as: what is considered content on the internet and what are the elements that compose it and what is a content strategy, what is it for, and what do we need to carry it out, focusing on Content Marketing and the keys to having a suitable project for each company. In addition, we will study content management and briefly delve into the world of CMS and the keys to selecting a system. In parallel, we will analyze the impact of social networks in our day to day and the opportunity they represent for brands that want to connect with real and potential customers and establish new relationships with them. In this course we will also learn to integrate social networks into the business plan, and think about how social media helps us in terms of conversion, leads, customer service, etc.

< ADVERTISING (MIB5007) - CREDITS: 6.5 - PREREQUISITE: MIB5006 > This course will address the challenges facing digital advertising due to the profound changes in the habits of potential customers that the digital revolution has generated. For this we will delve into positioning in search engines as well as business strategies based on the different channels and digital media. All of this from an eminently practical point of view in which the student will learn the techniques necessary to develop digital advertising campaigns and how to position a brand, product, or service on the network.

< DATA (MIB5008) - CREDITS: 4 - PREREQUISITE: MIB5007 > Today, every little action we take on the Internet is recorded and every device we use is a data generator. Knowing and analyzing these sources of information and the origin of the data they generate will allow us to make decisions to size, monetize, or market a brand, product, or service. This course allows us to create a digital measurement plan and to know the fundamentals of Big Data, define metrics and KPIs, use digital analytics tools, and visualize information graphically to facilitate decision making.

< TRANSFORMATION (MIB5009) - CREDITS: 6 - PREREQUISITE: MIB5008 > In this course the student will gain a conceptual and practical understanding of what the transformation of companies implies in the digital age from the business and organizational point of view, establishing the guidelines and required methodologies as well as analyzing the new profile of leadership that is required. This transformation also implies having essential knowledge of the main legal areas that affect businesses, companies, and people who operate and develop their activity on the Internet. Finally, we will analyze what entrepreneurship means, the implications of launching a startup, the different business models, and the forms of financing available.

< BACKBONE PROJECT (MIB5010) - CREDITS: 7 - PREREQUISITE: N/A > Students will work in groups on a collaborative company project that lends itself to transferring its business reality to applying digitalization. In this highly practical exercise, the newly acquired digital methodologies are put to the test. The Backbone Project will be tutored by experts who meet with the student groups every 3 weeks and accompany and guide the evolution of the project, which is presented to the owners of the companies and a Panel of professors at the end of the program.

ONLINE MASTER IN INTERNET BUSINESS (OMIB)

< STRATEGY (OMIB5001) – CREDITS: 4 - PREREQUISITE: N/A > This course will offer an overview of the possibilities that the internet and the digital ecosystem create for all types of companies. Students are then introduced to the use of different tools to develop business models as well as techniques and tools for project management. Aside from this, there will be a comprehensive and eminently practical exploration of the fundamentals and tools of marketing and their application in the digital environment, understanding the evolution that the consumer has experienced and the possibilities offered by this environment, as well as in offline actions.

< INNOVATION (OMIB5002) - CREDITS: 1 - PREREQUISITE: OMIB5001 > This course teaches students about the most important aspects in the process of human-centered innovation. It covers three out of the four areas that we believe should be addressed in the innovation process: design research (the stage where potential problems and their solutions are explored), creative problem-solving (where solutions are provided for the challenges that arise in the exploration stage), and the evaluation of concepts using design tools and prototyping.

< TECHNOLOGY (OMIB5003) - CREDITS: 4 - PREREQUISITE: OMIB5002 >

Technology is a crucial impetus for companies' digital transformation and plays a fundamental role in the domain of online business. Technology is the internet's driving force, but we can only turn it into a competitive advantage if we fully understand it. In this course, we will help you to understand how digital technology works and the foundations of its various elements. With these insights, students will be able to apply their knowledge to devise solid, competitive strategies. During this course, we will also discuss the concept of Blockchain; how it works, what the principles that allow us to talk about transparency and efficiency are, as well as the implications of its implementation in traditional industries. Finally, we will explore Artificial Intelligence and from an understanding of what it consists of will study its main applications such as voice recognition, learning systems or planning and problem-solving.

< DESIGN (OMIB5004) - CREDITS: 4 - PREREQUISITE: OMIB5003 > In this course we will explore the process of designing an Internet service from start to finish. We will identify the basic processes of web design and the stages of definition and development that should be respected, followed, and completed, so that a service can go online with the highest reliability and the greatest possible appeal for users and customers, with a special focus on mobile device interfaces. Also in this course, we will take a comprehensive and

eminently practical look at the fundamentals and mobile tools to understand their applications in the digital ecosystem and, in particular, how the new multi-screen and hyper-connected user has changed the way we approach this environment.

< SALES (OMIB5005) - CREDITS: 4 - PREREQUISITE: OMIB5004 > This course gives a general overview of sales models for electronic channels, as well as a practical and applied perspective on the main processes and activities necessary to manage a successful online sales operation. It provides all of the knowledge necessary to structure an online business, including sales, operations, purchasing, and customer service processes.

< CONTENT (OMIB5006) - CREDITS: 4.5 - PREREQUISITE: OMIB5005 > This course will allow the student to approach the world of online content from a conceptual and operational point of view, responding to aspects such as: what is considered content on the internet and what are the elements that compose it and what is a content strategy, what is it for, and what do we need to carry it out, focusing on Content Marketing and the keys to having a suitable project for each company. In addition, we will study content management and briefly delve into the world of CMS and the keys to selecting a system. In parallel, we will analyze the impact of social networks in our day to day and the opportunity they represent for brands that want to connect with real and potential customers and establish new relationships with them. In this course we will also learn to integrate social networks into the business plan, and think about how social media helps us in terms of conversion, leads, and customer service, etc.

< ADVERTISING (OMIB5007) - CREDITS: 6.5 - PREREQUISITE: OMIB5006 > This course will address the challenges facing digital advertising due to the profound changes in the habits of potential customers that the digital revolution has generated. For this we will delve into positioning in search engines as well as business strategies based on the different channels and digital media. All of this from an eminently practical point of view in which the student will learn the techniques necessary to develop digital advertising campaigns and how to position a brand, product, or service on the network.

< DATA (OMIB5008) - CREDITS: 4 - PREREQUISITE: OMIB5007 > Today, every little action we take on the Internet is recorded and every device we use is a data generator. Knowing and analyzing these sources of information and the origin of the data they generate will allow us to make decisions to size, monetize, or market a brand, product, or service. This course allows us to create a digital measurement plan and to know the fundamentals of Big Data, define metrics and KPIs, use digital analytics tools, and visualize information graphically to facilitate decision making.

< TRANSFORMATION (OMIB5009) - CREDITS: 6 - PREREQUISITE: OMIB5008 > In this course the student will gain a conceptual and practical understanding of what the transformation of companies implies in the digital age from the business and organizational point of view, establishing the guidelines and required methodologies as well as analyzing the new profile of leadership that is required. This transformation also

implies having essential knowledge of the main legal areas that affect businesses, companies, and people who operate and develop their activity on the Internet. Finally, we will analyze what entrepreneurship means, the implications of launching a startup, the different business models, and the forms of financing available.

< BACKBONE PROJECT (OMIB5010) - CREDITS: 7 - PREREQUISITE: N/A > Students will work in groups on a collaborative company project that lends itself to transferring its business reality to applying digitalization. In this highly practical exercise, the newly acquired digital methodologies are put to the test. The Backbone Project will be tutored by experts who meet with the student groups every 3 weeks and accompany and guide the evolution of the project, which is presented to the owners of the companies and a panel of professors at the end of the program.

GLOBAL EXECUTIVE MASTER IN DIGITAL BUSINESS (GXMDB)

< PROGRAM INTRODUCTION (GXMDB5000) - CREDITS: 1.5 - PREREQUISITE: N/A > This course serves as the program's opening week and will introduce students to the major components of the program. Students will also interact with key ISDI staff that will aid them throughout the program. The time is now. Welcome to ISDI!

< METHODOLOGIES FOR INNOVATION (GXMDB5001) - CREDITS: 5.5 - PREREQUISITE: GXMDB5000 > This course will cover different work and innovation methodologies which play a huge part in setting students for success within the context of the program (establishing a strong link to the Backbone Project) and covering implementation within organizations.

< DIGITAL VISION (GXMDB5002) - CREDITS: 2.5 - PREREQUISITE: GXMDB5001 > This course treats the what, why, and how of an organization that is establishing its digital vision. The content will cover fundamental concepts on top-level finance, operations, business models, and customer-centric approaches. We will learn how to design, deploy, and follow KPIs and other strategic concepts to form a strong foundation for your organization in the digital era.

< BUSINESS TECHNOLOGY (GXMDB5003) - CREDITS: 9.5 - PREREQUISITE: GXMDB5002 > This course covers digital technologies, their business applications, and innovation strategies aimed at helping the organization run its business and operations successfully. It will cover digital business tools in the areas of content plans, mobile apps, and e-commerce that will empower you to get the most out of digital business strategy.

< GO TO MARKET (GXMDB5004) - CREDITS: 18 - PREREQUISITE: GXMDB5003 > The course will focus on the execution of business strategies and plans in the digital era needed to bring a product/service to market. The content will delve into the strategic aspects of digital marketing, social media, digital advertising, search engines, and metrics so that company business objectives are well-defined and executed.

< BACKBONE PROJECT (GXMDB5005) - CREDITS: 8 - PREREQUISITE: N/A > In this course, students will work on components of their Backbone Project, which revolves around designing a digital transformation proposal for an existing company. This proposal should incorporate a strategic focus centered around new technologies and an implementation of this same strategy supported by an action plan that is well-defined and feasible. The course will give an overview of the business model and technological components of the proposal being developed and will focus on designing Artifacts of UX, Mobile & Apps, E-Commerce, and Search for achieving business goals. All of this will be encompassed by a project-based work system that adheres to Agile Methodologies and characteristic cultural values seen at digital companies.

DIGITAL MASTER IN BUSINESS ADMINISTRATION (DMBA)

< AGILE METHODOLOGIES & INNOVATION (DMBA5001) - CREDITS: 2 - PREREQUISITE: N/A > This course will explore different work and innovation methodologies, helping students learn where they come from, their applications, and, most importantly, how to apply them actively throughout the program. Now more than ever, methodologies set the tone for organizations, dictating how they work and establishing a clear ideology for themselves, employees, and stakeholders. Students will learn about the origins of different methodologies within the Agile framework such as Scrum, Kanban, Design Thinking, and Business Model Canvas, and how they are applied in business. Furthermore, they will dive deep into the inner-workings of these methodologies and learn how to become practitioners.

< DIGITAL BUSINESS FRAMEWORK (DMBA5002) - CREDITS: 9.5 - PREREQUISITE: DMBA5001 > In this course, students will learn how to read and operate companies in the digital era, achieving an understanding of top-level finance, operations, and business models. We will look at the differences between digital business models and companies and understand the secret for their success based on how they operate. We will dive into customer-centricity under an omnichannel, multi-device, and global approach, understanding back-office operations (process automation) and front office-operations (focusing on user experience). We will learn how to design, deploy, and follow KPIs. Additionally, we will cover innovation and partnerships and establish a firm financial and legal foundation for companies in the digital era. Furthermore, we will see a new perspective on society and technology, the effects they have upon one another, and their impact on what a company is: an organization permanently ready for any disruption that might come to its industry; because such disruption will come sooner or later. This course will provide a space for open and shared reflection on the evolution of both technology and society and the consequences of said evolution on the way consumers behave in a time when their daily routines are enhanced by super powerful solutions that nowadays seem normal, giving birth to competitive landscapes in which whole industries face a new normal to which they can only adapt or otherwise fade away. What are the new rules of the business playground? How do we learn about, adapt to, and satisfy technologically-enhanced customers? Is there a way to navigate the new competitive landscape with a reasonable perspective for the future? What can be expected of the deeply disruptive technologies that await right around the corner?

< DIGITAL TECHNOLOGY FOUNDATIONS (DMBA5003) - CREDITS: 7 - PREREQUISITE: DMBA5002 > This course will take the knowledge acquired from previous courses and apply it within the context of Digital Technology. We will be exposing students to disruptive technologies, trends, and the direction we are headed. This course will allow students to discover disruptive technologies and how to execute and implement them in digital business. We will cover application and innovation strategies and disruptive digital technologies, harness the concepts and applications of IoT and Factory 4.0, dive into Blockchain and its inner-workings, structure, and applications, and ultimately understand these ideas, concepts, services, digital tools and trends and their business applications.

< DIGITAL BUSINESS EXECUTION (DMBA5004) - CREDITS: 19 - PREREQUISITE: DMBA5003 > In this course, students will learn how to execute business strategies and business plans in the digital era. Specifically, they will be exposed to the pits and the pendulums of digital marketing, social media, content management, digital advertising, search engines, mobile marketing, e-commerce, etc. But most importantly, they will learn strategic frameworks that will allow them to assemble those different pieces of the puzzle and turn them into action plans tailor-made for their Customer Persona. Furthermore, students will be introduced to the usage of digital business tools that will empower them to get the most out of their CRM, social media marketing, search marketing, digital advertising, apps management, UX prototyping and analytics needs. The combination of digital knowledge and tools, together with the right attitude to manage them, will chisel the actions to deliver your company business objectives in this brave new digital environment.

< LEADERSHIP IN DIGITAL ERA (DMBA5005) - CREDITS: 3 - PREREQUISITE: DMBA5004 > This course will help students to understand what leadership is in the modern business world and the qualities, characteristics, and skills it takes to become a leader. Students will understand and acquire key capabilities to succeed as a leader and to lead others, focusing on individuals, teams, and managers. Students will refine their soft skills and become the next wave of leaders in digital business.

< BACKBONE PROJECT (DMBA5006) - CREDITS: 5 - PREREQUISITE: N/A > The Backbone Project is the melting pot of DMBA knowledge - the place where all the skills and knowledge acquired throughout the program will be applied to a company case study. The DMBA Backbone Project challenges students to digitally transform the business of a leading company from the fashion sector. Due to the strong presence of technology and threats coming from important digital pure players, the retail sector is in a state of digital transformation. Students will work on developing a proposal to digitally transform the company based on a concrete, viable action plan that also includes media and advertising planning. All of this will be encompassed by a project-based work system that adheres to Agile Methodologies and characteristic cultural values commonly seen at digital companies.

MASTER IN DATA ANALYTICS

< INTRODUCTORY COURSE (MDA5000) - CREDITS: 3.5 - PREREQUISITE: N/A > In this course, students will become familiar with the main characteristics of data ecosystems. Students will analyze a variety of systems and information sources relating to data storage. They will also study database structures and gain knowledge regarding data queries, and data manipulation and visualization—all necessary skills for proper data analysis.

< DATA DRIVEN ECONOMY (MDA5001) - CREDITS: 1.5 - PREREQUISITE: MDA5000 > In this course, students will analyze how data is impacting traditional business models. Students will see how new business models have arisen thanks to data mining and monetization and how data innovation works. Students will understand ISDI's Agile methodology, which will be applied when developing the Backbone Project.

< DATA MANAGEMENT (MDA5002) - CREDITS: 3 - PREREQUISITE: MDA5001 > In this course, students will learn the different phases of data management. We will study the main processes found in data management, understanding the basic principles of data collection, intake, treatment, storage, integrity, and governance. We will learn about roles, tools and best practices in data management.

< DATA BASED PROJECT (MDA5003) - CREDITS: 1 - PREREQUISITE: MDA5002 > In this course, students will analyze data-based projects and understand their life cycle. They will become familiar with the different roles related to data. They will understand team structures as they relate to data-based projects.

< BIG DATA TECHNOLOGY (MDA5004) - CREDITS: 2.5 - PREREQUISITE: MDA5003 > In this course, students will learn the technological "Stack" of data-based projects. They will analyze the technological implications of the 3Vs of Big Data, and understand the importance of data monitoring and data security.

< DATA ANALYTICS (MDA5005) - CREDITS: 5 - PREREQUISITE: MDA5004 > The aim of this course is to understand what analytical data is, and the value it offers. Students will learn the most common analytical techniques and tools and will get to know the limitations of basic analytical approaches.

< ADVANCED DATA ANALYTICS (MDA5006) - CREDITS: 3.5 - PREREQUISITE: MDA5005 > The aim of this course is for students to learn the history of Artificial Intelligence and the fundamental concepts of Machine Learning, in order to differentiate existing approaches and techniques.

< VISUALIZATION (MDA5007) - CREDITS: 4 - PREREQUISITE: MDA5006 > In this course, students will understand the importance of visualizing information for the most effective and complete analysis of data.

They will learn the most important visualizations and the usefulness of each of them.

< DATA IN REAL LIFE (MDA5008) - CREDITS: 3.5 - PREREQUISITE: MDA5007 > The objective of this course is for students to understand real cases of using optimization lines, explore different sectors and ecosystems, and understand future trends in Data and Analytics.

< CERTIFICATIONS (MDA5009) - CREDITS: 5 - PREREQUISITE: N/A > The objective of the course is for the student to understand the keys to web analytics, learn about the main services offered by the cloud and learn about the main methodology behind data projects.

< DATA IN USE (MDA5010) - CREDITS: 4 - PREREQUISITE: N/A > The objective of this course is to learn to use the primary analytical tools and resources that exist today. This practical course is also designed to allow students to put the most important strategic elements to use when working with data. The main focus will be on Data Driven Business Models, SQL, Digital Analytics and Tag Manager, and R, all done via practical cases and challenges.

< BACKBONE PROJECT (MDA5011) - CREDITS: 8.5 - PREREQUISITE: N/A > Students will be asked to analyze and understand the sector in which the company being studied operates, as well as the market and environmental conditions that affect its business operations. They will have to prepare a performance analysis for the company and to identify business development opportunities that could be taken on as pillars of innovation and for the transformation of the model. Based on data, students will be asked to thoroughly understand the strategy and actions carried out by the company in a purely digital environment. They will analyze in depth the operations and performance of various actions over a mixture of channels for attracting, converting and developing customer loyalty in order to identify and prioritize areas for improvement in the digital strategy. Students will be asked to develop an advanced analytics solution based on the findings of previous assignments in order to improve the company's overall performance and business. Students will work in groups with a partner company which shares its current business situation, allowing them to develop a data analysis plan. By doing so, the new analytical knowledge that is acquired will be incorporated into projects

MASTER IN MARKETING AUTOMATION (MMA)

< DATA DRIVEN MARKETING (MMA5001) - CREDITS: 1.5 - PREREQUISITE: N/A > In this course, students will analyze how data is impacting traditional business models. Students will see how new business models have arisen thanks to data mining and monetization and how data innovation works. Students will understand ISDI's Agile methodology, which will be applied when developing the Backbone Project.

< DATA MANAGEMENT (MMA5002) - CREDITS: 3 - PREREQUISITE: MMA5001 > In this course, students will

learn the different phases of data management. We will study the main processes found in data management, understanding the basic principles of data collection, intake, treatment, storage, integrity, and governance. We will learn about roles, tools and best practices in data management.

< MARKETING STRATEGY KPI'S & METRICS (MMA5003) - CREDITS: 3.5 - PREREQUISITE: MMA5002 > In this course, we will learn about and establish the basic elements of marketing strategy and its constant evolution and technification. We will cover everything from the design of a marketing strategy and exploring acquisition channels, to marketing strategy KPIs and objectives.

< MARKETING TECHNOLOGY (MMA5004) - CREDITS: 4.5 - PREREQUISITE: MMA5003 > In this course, we will approach the fundamental concepts behind marketing technologies that have arisen alongside CRM solutions in order to improve client management. We will also learn the platform architecture necessary to build a correct and scalable business structure, focusing specifically on the automation necessary to do it in a scalable and efficient way. In addition, the fundamental components of event-based marketing will be analyzed, taking into account the importance of data analysis and the orchestration of channels that allow us to define touchpoints with the client. The student will learn to use technologies (such as Salesforce), tools, and their extended services to develop automation experiences.

< MARKETING AUTOMATION & CHANNELS (MMA5005) - CREDITS: 8 - PREREQUISITE: MMA5004 > In this course, students will learn to develop a digital strategy and use an analysis funnel. The importance of Marketing Automation will be analyzed. We will study and compare organic and paid media. Students will understand the importance of omnichannel and multiplatform presence in inbound marketing and lead management. Additionally, several Salesforce Marketing Cloud tools will be introduced and learned (KruX, Social Studio, Marketing Email, among others), as well as Hubspot, allowing us to create an effective Customer Journey.

< TECHNOLOGY: PRODUCT & SERVICES (MMA5006) - CREDITS: 2.5 - PREREQUISITE: MMA5005 > In this course, we will understand how new technologies are helping every market to be more efficient and scalable in terms of automation and business creation.

< PROJECT MANAGEMENT & TALENT (MMA5007) - CREDITS: 3 - PREREQUISITE: MMA5006 > In this course, we will understand how to manage and develop projects, not only from a functional, technological perspective, but also using the tools, methodologies, and talent needed for each different type of project.

< CERTIFICATIONS (MMA5008) - CREDITS: 13 - PREREQUISITE: MMA5007 > In this course, the student will receive training on the main tools from the world of Marketing and the Master in Marketing Automation. Throughout the course, the student will be able to become officially certified in all of these tools.

1. Google Analytics: Understand the keys to web analytics.
2. Administrator: Learn to configure and manage Salesforce, in addition to improving functionalities
3. Essentials for Marketing Cloud Email Marketers and Journey Builder: Creating emails, sending and tracking results, data management, segmentation, and learning about automation tools to generate

daily campaigns and tasks.

4. Marketing Consultant and Pardot: Offer the most powerful strategy solutions for long-term customer acquisition and loyalty.

< BACKBONE PROJECT (MMA5009) - CREDITS: 6 - PREREQUISITE: N/A > In this course, we will develop a Business Plan, Strategy, and Digital Marketing strategy for a company specified by ISDI, based on one of its brands described previously, focusing on the digital product campaign and the capabilities that marketing automation offers, using all the tools that this environment provides us with (own media, social networks, search engine campaigns, etc.).

In this course, as an objective, students have to:

1. Transmit the innovation behind a product and its practicality seeking to improve the identified KPI.
2. Develop the opportunities detected through data, creating a data set and proposing a product development strategy with a focus on omnichannel and a 360 customer vision for marketing automation.
3. Develop a content strategy for the identified target, seeking the maximization of automation to achieve the identified objectives.
4. Develop drive-to-store actions or in-store product test invitations.
5. Prepare and activate automated campaigns and their respective customer journeys according to our strategy, funnel, and action plan.

ANNEX 2: NON-MASTER PROGRAMS

DIGITAL BUSINESS EXECUTIVE PROGRAM (DIBEX)

Program duration.
100 hours.
Executive Program

Program description

Executive program for business transformation in the digital world. Digital disruption has led to profound changes in the economy, the way we work and in society. A new context that forces professionals to face a change of era and obtain the new skills needed to lead the digital world. In the DIBEX, students will discover the tools, methods and new management processes that will be key in the organizations of the future. A complete and transversal training in which students will learn to successfully manage the new business strategy, the go-to-market in the digital era, and the technological and human challenges of the processes of transformation.

DIBEX students are executives and managers in positions of high responsibility in the areas of marketing, sales, communication, finance, or general management. They have an average age of 45 and more than 20 years of professional experience.

Students who participate in this program will acquire skills and competencies to:

- Apply current technology to the business.
- Take teams and projects of a digital nature to another level.
- Perform a practical implementation of a digital product or service through the Backbone Project.
- Lead the necessary cultural change in their organization.
- Learn and apply new organizational models (agile).

ONLINE DIGITAL BUSINESS EXECUTIVE PROGRAM (ODIBEX)

Program duration.
100 hours
100% online Executive Program

Program Description

Executive program for business transformation in the digital world. Digital disruption has led to profound changes in the economy, the way we work and in society. A new context that forces professionals to face a

change of era and obtain the new skills needed to lead the digital world. In the DIBEX, students will discover the tools, methods and new management processes that will be key in the organizations of the future. A complete and transversal training in which students will learn to successfully manage the new business strategy, the go-to-market in the digital era and the technological and human challenges of the processes of transformation.

ODIBEX students are executives and managers in positions of high responsibility in the areas of marketing, sales, communication, finance or general management. They have an average age of 45 and more than 20 years of professional experience. International program with students from Spain, Mexico and LATAM.

Students who participate in this program will acquire skills and competencies to:

- Apply current technology to the business.
- Take teams and projects of a digital nature to another level.
- Perform a practical implementation of a digital product or service through the Backbone Project.
- Lead the necessary cultural change in their organization.
- Learn and apply new organizational models (agile).
- Personal Roadmap: Experience it for themselves and get the insights they need to successfully apply upgrading processes in people and organizations.

ECOMMERCE ACTIVATION PROGRAM (ECOM)

Program duration.

100 hours

Program description

Have you ever had an idea for an e-commerce company but never knew what to do to make it a reality? This program is for those of you who want a practical guide that goes beyond theory and allows you to create your very own e-commerce company from scratch. You'll be guided along the way by leading professors with expertise in top digital companies. In just 10-weeks, you'll work as a team and have launched a store by week 4 and be interfacing with customers, learn about dropshipping, growth-hacking, and how to create a digital shop front. You'll even have the chance to continue working and expanding your business upon completion of the program.

Thanks to the program's highly-practical approach, you will learn to create and launch your very own e-commerce store. You will acquire skills from all across the business chain, from the design and building of the store to investing in digital marketing campaigns, data analysis, and sales optimization. All of this knowledge and experience will be put into practice with work groups and group mentors, using Agile methodology. Upon completion of the program, you will have acquired the knowledge, skills, and tools necessary to continue with your project and launch your own store online.

Program Structure

PRE-PROGRAM: DIGITAL LANDSCAPE & ECOSYSTEM

WEEK 0: FOUNDATIONS WEEK

WEEK 1: MARKET TRENDS & ECOMMERCE STORE CONCEPT

WEEK 2: PROTOTYPING

WEEK 3: HOW TO LAUNCH A STORE

WEEK 4: DROPSHIPPING & TECHNICAL CONFIGURATIONS

ITERATION 1 & ONLINE STORE LAUNCH

WEEK 5: ANALYTICS & DATA-DRIVEN ECOMMERCE

WEEK 6: GOOGLE ADS

WEEK 7: FACEBOOK ADS

WEEK 8: CRM & AUTOMATION

WEEK 9: BUSINESS PLAN & HOW TO LAUNCH A COMPANY

WEEK 10: FINAL PRESENTATIONS

Program Format & Methodology

- **Synchronous sessions:** Here, students will learn the main concepts related to ecommerce and digital business in real-time. They will learn from active industry professionals and acquire the knowledge and digital skills necessary to launch their own store in 10 weeks. These sessions are complemented by webinars, podcasts, and reading material that will allow students to deepen their knowledge and broaden their understanding of these core concepts.
- **Pre-recorded sessions:** In these masterclass-style sessions, students will learn from the top experts in digital business and specialists from the ecommerce sector. These sessions serve as the basis for the synchronous sessions so they can go to the session prepared. They are also used as complements to be viewed afterwards to help them go deeper into topics explored in class.
- **Practical Workshops:** 100% practical and dynamic sessions in which students will become proficient users of top ecommerce tools, all while polishing their digital skills.
- **Mentoring sessions:** Here, students will practice implementation and working in iterations. They will execute group work in virtual workrooms with a mentor, who is a digital business expert and will help them apply what they have learned in class to their project. Mentors will help them implement knowledge of ecommerce design, development, store launching, investing, and optimization.

DIGITAL TRANSFORMATION EXECUTIVE SEMINAR (DTES)

Program duration.

80 hours

Program description

DTES is a seminar on Digital Talent that helps executives from the world of Human Resources reinvent their strategies to better respond to and capitalize on new opportunities in the digital age.

The program is designed for top-level executive professionals and managers from different functional areas such as attraction, selection, development, and talent management. Students learn to lead the digital transformation of the organization, talent, and culture while designing, implementing, and optimizing a change management project, where talent is at the center of the strategy. In addition, students will learn the latest trends in talent management innovation, as well as the technological tools and best practices, catalyzing organizational change.

Program Structure

DTES consists of 4 modules and a Backbone Project, where the student applies knowledge acquired in class to the organizational transformation of a real company.

MODULE 1: FOUNDATIONS

MODULE 2: OUTREACH & RECRUITMENT

MODULE 3: ONBOARDING & PERFORMANCE

Release 1

MODULE 4: DEVELOPMENT & OFFBOARDING

Final Release

Program Format and Methodology

- **In-person Bootcamps:** DTES consists of 3 in-person bootcamps. These are full-day bootcamps and include practical classes and workshops.
- **Synchronous online sessions:** Masterclasses taught in real-time by top profiles from the digital business and HR ecosystem, alongside classmates.

- **Pre-recorded sessions:** These sessions complement HR and digital business content (Digital Marketing, advertising, search engines, etc.), so that the student acquires a holistic vision of digital business.
- **Sprints (mentoring sessions):** These sessions form part of the Backbone Project, where the student develops a project based on organizational transformation of a real company, with a team and the ongoing support of a tutor. Each sprint has a series of objectives. In each phase of the project's development, the tutor helps guide the team to reach said objectives

GOOGLE MARKETING & ANALYTICS EXPERT (GMAX)

Program duration. 80 hours

Program description

GMAX is a program designed to educate **Experts in Digital Marketing and Analytics using Google platforms in real time.**

Students obtain:

A 360-degree perspective on Digital Marketing: strategic vision of digital marketing, advertising, and analytics to search for opportunities in a global world.

Strategy design: how new advertising platforms and data analysis can help students optimize their line of business or drive new avenues of growth in their company.

Implementation capacity: how to implement strategies and execute them realistically through Google's most popular platforms.

Program Structure

GMAX has 3 modules and the Core Project (GMAX Challenge), where students apply the knowledge acquired in class on the organizational transformation of a real company.

MODULE 1: MARKETING, AUDIENCES, AND MESSAGES

MODULE 2: OBJECTIVES, KPIs, and MEASUREMENT

1st iteration

MODULE 3: NEW PROCESSES, CHANNELS, AND PLATFORMS

Final iteration

Program Format and Methodology

ISDI Masterclass: Live sessions (strategic and platform-based) and recorded sessions (knowledge levelling and further examination) lasting between 1-2 hours and featuring ISDI professors and content.

Google Mini-labs: Live sessions lasting 2 hours and featuring ISDI experts and labs designed exclusively by Google.

Hands-on Workshops: Live hands-on sessions on Google platforms lasting 3 hours and featuring ISDI mentors: Google Ads, Google Analytics, and Google Marketing Platform.

Mentorships: Sessions conducted by a mentor who will guide each team as they define and execute the strategy and actions needed to carry out the GMAX Challenge.



ISDI ACADEMIC CATALOG 2020-2021

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